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ABSTRACT

Designed to highlight the progress made by community colleges in the United States in the area of international education, this report presents a collection of materials representing various state and institutional initiatives and efforts. Part I contains articles by Hugh Adams and William Greene, and Maxwell King and Seymour Fersh that provide a history of the development of international education; examples of efforts to advance international education at Brevard Community College (Florida), the Los Angeles Community College District (California), and Pennsylvania community colleges; and other general reports. Part II presents excerpts from legislation and reports illustrating the progress made in Florida in advancing international education. Part III provides information on projects and programs supported by grants from the U.S. Department of Education, and materials on five representative two-year college international programs. Finally, part IV presents materials on Broward Community College's (Florida) "Internationalizing the Curriculum" project, including excerpts from the grant proposal and final report, and sections from instructional modules related to international education which were created by Broward faculty members who received Department of Education funding. (HB)

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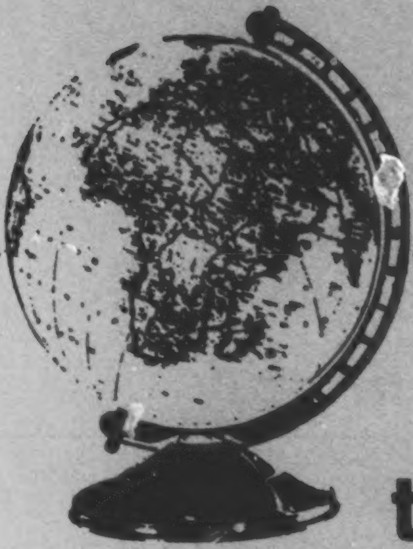

the community college and international education

A REPORT OF PROGRESS
VOLUME II

EDITED BY
SEYMOUR FERSH
and
WILLIAM GREENE

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Fort Lauderdale, Florida

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THE COMMUNITY COLLEGE
AND
INTERNATIONAL EDUCATION: A REPORT OF PROGRESS

Edited By:

Seymour Fersh

and

William Greene

Broward Community College
Ft. Lauderdale, Florida
1984

VOLUME II

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FOREWORD

Community and junior colleges in the United States are becoming increasingly aware of the importance of strengthening the international/intercultural component of the curriculum. In recent years, several community colleges have assumed leadership roles in this area. As community-based institutions, community colleges have demonstrated their ability to respond to local needs. It has become increasingly apparent that the students and citizens served by community colleges are benefiting from the increased emphasis placed on international education.

It is generally accepted that international education encompasses many broad areas. We have a responsibility to internationalize the on-campus curriculum to ensure that students attending community colleges increase their understanding of international studies and foreign languages. Overseas academic programs provide students with the opportunity to experience firsthand other countries and cultures. Students from other nations attending community colleges add a valuable international and intercultural dimension to the American student population. Numerous opportunities exist to share our considerable experience in post-secondary education with colleges and colleagues abroad.

The Florida Legislature has strongly endorsed the involvement of Florida colleges and universities in these efforts. Resolutions adopted by the Florida House of Representatives in 1982 and the Florida Senate in 1983 recognize and support the components of international education in higher education in the state. It is important to note that these resolutions emphasize the close relationship between increased international competencies of college graduates and the future economic growth of Florida.

This publication seeks to highlight the progress of international education in recent years. Broward Community College is pleased to share with you this report on international education and community colleges.

A. Hugh Adams, President
Broward Community College

INTRODUCTION

This publication is Volume II in a series begun in 1981 when Brevard Community College published THE COMMUNITY COLLEGE AND INTERNATIONAL EDUCATION: A REPORT OF PROGRESS. The purpose of this volume is similar to the first one, to share examples of thoughts and materials related to international education which have been evolving and developing in selected U.S. community colleges and associated institutions.

The format is also similar to the first volume: none of these materials were created especially for this publication; they are all examples of individual institutional initiatives and efforts. The publication depends greatly on excerpts rather than on complete articles. We chose this approach so that we could include a wider representation of materials and help introduce a larger number of sources and resources. The reader can contact the contributors to obtain complete copies of excerpted articles and also to learn more about other available materials.

This publication is divided into four parts: Reviews, Views, and Previews of Progress; The Florida Example; Projects and Programs Supported by Grants From The U.S. Department of Education; and Internationalizing the Curriculum at Broward Community College.

A limited number of this publication was distributed free to contributors, representative educators, and officials of foundations and government agencies. Copies may be ordered for five dollars (which includes the cost of postage and handling) by requests to International Studies Project Director, Broward Community College, Central Campus, 3501 S.W. Davie Road, Fort Lauderdale, Florida 33314.

The editors wish to express their appreciation to the contributors and to the federal government grant program which helped make this publication possible. Special gratitude goes to Richard H. Furlow, Director of Staff and Program Development at Broward Community College and Project Director for the U.S. Department of Education Grant. Ilissa Tufton, Assistant to the Director of International/Intercultural Education at Broward Community College, coordinated the final manuscript editing and production. We are happy to acknowledge the expert services of Joanne Rollins of Broward Community College who assisted with the preparation of the manuscript in its final format.

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INTERNATIONALIZING THE COMMUNITY COLLEGE: THE CHALLENGE FOR THE 1980s

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1984

PART ONE

REVIEWS, VIEWS, AND PREVIEWS OF PROGRESS

International education in community colleges is **alive**, well and growing. In this part, the initial article "Internationalizing the Community College: A Challenge for the 1980s." provides a comprehensive survey of the history and development of international education; also valuable is its definitive and carefully researched reference section. The essay which follows, "International Education and the U.S. Community College: From Optional to Integral," likewise documents the growth of international education and its bibliography provides a detailed annotated listing of significant publications plus selected sources and resources.

The next article focuses on the need and opportunities for adding "international dimension" to the general education of students and faculty. Specific examples are given of how such policies and programs have been implemented at Brevard community college. Two additional examples of how to advance international education are provided by the excerpts from FRESHMEN AND SOPHOMORES ABROAD: COMMUNITY COLLEGES AND OVERSEAS ACADEMIC PROGRAMS and the guide for travel study courses written for use in the Los Angeles Community College district.

Two overall essays direct our attention to what needs to be done at different levels: "International Education in Pennsylvania Community Colleges" and "Task Force Statement on Education and the World View." This Part of the Book concludes with an example of how one particular consortium of community colleges (Community Colleges for International Development, Inc.) provided leadership for a conference which was convened in Paramaribo, Suriname in partnership with that country and the Organization of American States.

INTERNATIONALIZING THE COMMUNITY COLLEGE: THE CHALLENGE FOR THE 1980s

Rationale for International Education

International education is not new. In ancient times, students and scholars from distant lands traveled to India, China, and the Persian Empire for intellectual and educational purposes. This pattern was expanded throughout the Islamic world. The Western education tradition begun by the Greeks and continued by the Romans featured from the start a significant exchange of international students. Scholars migrated frequently from university to university during the Middle Ages. Thousands of Americans attended German universities during the nineteenth century to engage in study and research, thus leading to major modifications in the American system of higher education. Under the sponsorship of the Fulbright-Hays program, more than 150,000 faculty members and students have participated in educational projects abroad since World War II (Burn, 1977; Hess, 1982).

There has been a resurgence of national interest in international education in recent years. Numerous examples of the need for increasing international understanding have been cited. Moreover, the past emphasis on foreign area and language specialization has been complemented by a recognition of the importance of developing general citizen awareness. As community-based institutions, community and junior colleges have begun to recognize the importance of education for international understanding. The world has become increasingly interdependent. Events occurring throughout the world affect the daily lives of millions of Americans. It is important that citizens have some knowledge and understanding of these events. To train and graduate large numbers of technical and professional workers is no longer enough; these graduates must have some understanding of the world in which they live to function responsibly as citizens.

Considerable attention has been focused on the importance of increasing the international/intercultural dimension in community colleges. The President's Commission on Foreign Language and International Studies (1979) urged that "a special effort should be mounted in community colleges. They enroll close to half of all undergraduates but only a small fraction take courses in foreign languages or international studies" (p. 75). The Commission's report called on community colleges to "enlarge their international commitment and engage in the staff development necessary to strengthen their contributions to foreign language and international studies" (p. 116).

Recent evidence indicates that most colleges and universities are doing a less than adequate job in exposing undergraduates to course material of a global nature. It is estimated that only five percent of all undergraduate courses offered in the United States stress international concerns (Council on Learning, 1981). Most college students gain little exposure to international/intercultural course content. A national survey of college students' global understanding conducted by the Educational Testing Service (1981) concluded that "a very small proportion of the students (researched) have the level of knowledge necessary for an adequate understanding of global situations and processes" (p. 135). The President's Commission termed Americans' understanding of world affairs as "dangerously inadequate," and stated:

> A desperate need to enlarge our international understandings and competencies exists. Nothing less is at issue than the

> nation's security . . . our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation . . . . The urgency of issues confronting the United States increases the need for an educated electorate; we cannot wait for another generation to become educated about these issues. (pp. 1; 7)

John Naisbitt, in the best-selling book Megatrends (1982), discusses increasing global interdependence and suggests that world peace will be enhanced through increased world trade. Regarding foreign languages, he argues that, in the 1980s, "to be really successful, you will have to be trilingual: fluent in English, Spanish, and computer" (p. 76).

In The Tongue-Tied American, Congressman Paul Simon builds a case for improving America's foreign language capabilities. Simon demonstrates how America's language deficiencies have a negative impact on our trade capabilities. He further documents how the lack of foreign language experts has threatened U.S. national security. He writes:

> Language is a key to opening minds and attitudes. To speak, read, write, and understand another language is the beginning of understanding other people. If we do not understand others' dreams, hopes, and miseries - if we live in a narrow, closeted world - we will fail to elect and select leaders who can take us down the difficult pathway to peace. (1980, p. 49)

The Soviet Union has seized the opportunity to influence the future of world politics by investing in academic exchange programs. According to Rose Hayden, Executive Director of the National Council on Foreign Language and International Studies, "Soviet information/cultural expenditures are estimated to total some $2 billion annually . . . at least four times U.S. investments in this area overall" (1980, p. 5). The Soviets have placed heavy emphasis on international educational exchanges in third world countries as a matter of government policy. The Soviet Union provides 10 to 12 times the number of fellowships the United States makes available to students from Africa and Latin America (Brademas, 1982).

A study reviewed by the National Security Council on "student exchange wars" suggests that the United States is missing an important opportunity by not exposing "upcoming young foreign leaders during the formative years of their careers . . . to American ideas, political philosophies, and social patterns" (Van Atta, 1981). Such exposure to American education has the potential for life-long understanding and sympathies toward the United States once the foreign student returns to his native country.

Several government leaders have recognized the importance of international student exchanges. Senator Lowell Weicker has stated:

> In this age of austerity, when so many of our students are finding it hard to scrape together the money for tuition, we will continue to be tempted to discount the importance of these

> exchange programs. We will be tempted to label them a luxury. They are not. They are nothing short of an absolute necessity. (Note 1)

The planet which we occupy contains finite resources and, as inhabitants, we must share and trade these resources - not destroy, spoil, or squander them. Americans, as major producers and consumers of these finite resources, must learn to appreciate the interdependence and needs of all nations. Higher education must assume responsibility for raising the consciousness level of our citizens to include legitimate international concerns.

In the keynote address at the 58th annual convention of the American Association of Community and Junior Colleges (AACJC), United States Commissioner of Education, Dr. Ernest L. Boyer, stated:

> I'm convinced that higher education must also begin to build bridges among the nations of the world. I happen to believe that a great international drama is unfolding with great rapidity on the planet Earth. Suddenly, we are beginning to confront an agenda that affects the four billion inhabitants of this world. And ever since we traveled into space, we are now able to look back on this little planet as it hurls itself through darkness; and at least we have the prospect of getting perspective on the central issues of our time. (Note 2)

To achieve peace in the world requires international understanding. Congressman Simon (1980) suggests that a tragic conflict in Vietnam might have been avoided had America had specialists who understood the language and culture of that country. A responsibility of American higher education is to build the understanding of global issues by promoting the development of international/intercultural education.

International linkages are being developed to accomplish these goals. Intergovernmental relations are necessary in meeting these goals, but educators must also be involved at every level of decision-making. While government projects are likely to halt during periods of policy disagreement, arrangements agreed upon by educators can continue in times of political strain. The educational academy may have the best chance for bridging international differences as it provides a pipeline for interaction between people. The person-to-person contact provided by higher education linkages may be the way to enhance global understanding.

The Components of International Education

In a position paper on the role of the AACJC in international education, international/intercultural education is defined as "a term which encompasses a number of educational activities, most commonly including the following programs: an overall curriculum with global dimensions, foreign language programs, cultural and ethnic studies; study abroad programs; community forums on foreign policy issues, and the provision of technical assistance to other countries" (Note 3).

Included in international educational activities are:

1. a structured process for active involvement of the community and the college;
2. study abroad programs;
3. the internationalizing of curricula;
4. adequate support for intercultural and international students on campus;
5. programs for college and community emphasizing international education, both on and off the campus;
6. student/staff exchanges;
7. consultant and support services working cooperatively with foreign institutions; and,
8. in-service training programs for faculty and staff. (Adams, 1979, p. 3)

Distinguished from international education, the goals of intercultural education can often be accomplished without leaving the borders of the United States by taking advantage of the resources of the local community. Programs which expose students to citizens from another culture can be educationally beneficial and need not be expensive. People of many national origins can often be found within the local community.

The important elements of international/intercultural education have been described by Ernest Boyer, former U.S. Commissioner of Education:

> Education that teaches us to celebrate rather than condemn cultural diversity; to understand rather than undermine differing traditions and beliefs; to respect rather than revile mankind's infinite societal variations - such education may not be enough to preserve man's precarious perch on planet Earth, but surely the educational effort must be made. (Harris, 1981, pp. 8-9)

The Role of the Community College in International Education

What role should the community college play in the development of international education? There are more than 1,200 two-year colleges in the United States. These institutions have the potential for providing a tremendous network for the understanding of international and global issues. More than half of all U.S. students begin their college work in community colleges; one-fourth of all undergraduate foreign students and about a third of all students in higher education are enrolled in community colleges (Boyan, 1980-81). For many students, the community college is their final experience with formal education. If community colleges do not reach these students with international education programs, then massive numbers of Americans will lack the fundamental understanding of the interdependent world necessary for effective citizen action. Faced with the opportunity of reaching such a large percentage of the American public, the community college has a special responsibility to make international education a priority.

International education has traditionally been absent from most community college programs and considered inappropriate by some for the mission and scope of the community college. International education has often been viewed as irrelevant for students pursuing technical and other two-year degrees. Some argue that international education, particularly study abroad programs, should be reserved for four-year colleges because these institutions are better equipped to introduce students to overseas academic experiences. Parallel transfer programs limit the curricular flexibility of the community college in offering international studies.

The historical mission of the community college has been to serve the local community. This local mission sometimes leads to a conservative orientation in many communities and limits administrators in promoting global concerns. In the past decade, an increasing number of community college presidents have attempted to exercise leadership in this area and to expand the global understanding and involvement of their respective institutions.

Another criticism of international education is that it is expensive, yet international programs do not have to be expensive. "Institutions committed to internationalization invariably find that there is a tremendous amount they can do without additional funding" (Harari, 1981, p. 42). In some of the more urban, cosmopolitan areas, international programs and activities can be conveniently and inexpensively integrated into the total program.

Another concern in internationalizing the community college is the lack of international experience among faculty.

> Because of the nature of community colleges, the faculty is usually not internationally oriented. Some simply never had any academic experience abroad, or pursued strictly domestic specializations. Few are engaged in graduate research that would expose them to wider world studies. Most live in the immediate community and pay most attention to its local life and problems. (Hess, 1981, p. 40)

Faculty development programs of an international nature are crucial for community college faculty in order to expand international education in the community college setting.

Despite these considerations, community colleges are assuming a leading role in international education. Edmund J. Gleazer, Jr., immediate past president of the American Association of Community and Junior Colleges, has emphasized the importance of internationalizing the community college, noting that "if people in this nation are confronted with issues that transcend international boundaries and if education has responsibilities in qualifying them to deal with these issues, then community colleges, beyond any other postsecondary institutions, require an international dimension" (1978, p. 5).

In 1982 the American Association of Community and Junior Colleges Board of Directors adopted a statement on the role of international/intercultural education in community colleges (see Appendix A). The statement calls for increasing emphasis on international education to create a more competent citizenry who understand the diverse cultures of the world.

> Community colleges are in a strategically strong position to undertake this challenge, due to their direct contact with American communities. Therefore, the American Association of Community and Junior Colleges encourages community, junior, and technical colleges to establish clear institutional goals and policies regarding international/intercultural education that

> advocate the values of the international dimension throughout the total institutional program. (Note 3)

Students in community colleges have as great a need for international educational opportunities as other students of higher education. Research has shown community college students usually live at home and therefore do not experience the liberating culture shock experienced by the student who goes away to college. Most continue with the same friends, environments, and jobs without the stimulation of meeting new persons of cultures different from their own (Astin, 1977; Chickering, 1974).

A statement from the catalogue of Rockland Community College, a long-time leader in the field of international education, encapsulates the rationale behind internationalizing the community college. At Rockland, international education:

> is based on the premise that to be alive in the contemporary world means that identity with the local village, town, or country must also be accompanied by a sense of membership in the global community - spaceship earth. The factors and forces of recent history have called forth an imperative - the imperative that intercultural and international literacy is a necessity in order to fully comprehend and participate in the world as it is and as it will be in the 21st century, when our present students will be reaching their maturity and roles of responsibility. (Eskow, 1980, p. 34)

Another example of the rationale underlying the internationalization movement is evidenced by the Broward Community College District Board of Trustees Policy Statement:

> Broward Community College recognizes the importance of providing for students an international and intercultural dimension. As citizens of the United States and as inhabitants of planet Earth, today's students will be confronted throughout their lives with issues that transcend national boundaries. So interconnected is the political and economic world that some understanding of current issues and the events that shape them as well as an appreciation for other cultures and customs throughout the world, is now basic to good citizenship. This has become an essential aspect of today's curriculum. It is further recognized that community colleges have a major responsibility in providing an international/intercultural dimension because of the increasing numbers of students for whom the community college will provide their only college-level educational experience. Moreover, the nature of the community college, and its emphasis on serving a local constituency, requires that the global agenda be addressed. (Note 4)

Historical Developments in Internationalizing the Community College

In 1971, Merrill Miller, Dean of Student Development at Brookdale Community College, surveyed the international dimensions of the community college and reported that international programs were virtually nonexistent. During the

1970s, there has been significant growth in internationalizing the community college. Let's examine some of the more important events of this movement.

1970 - The International Assembly on Manpower Development, sponsored by the American Association of Junior Colleges, was attended by participants from 18 countries and held in Honolulu, Hawaii. (Schultz, 1977)

1971 - With financial support from the Kellogg Foundation, the American Association of Community and Junior Colleges (AACJC) established its International Programs Office to launch the International Education Project. (Schultz, 1977)

1972 - Twenty-five community college social science faculty attended a seven-week summer session at the University of Belgrade funded by the United States Office of Education's Institute of International Studies. This Group Project Abroad Grant, awarded to AACJC, was the first given exclusively to a community college group. (Schultz, 1977)

1972 - Congress added Section 603 to Title VI of the National Defense Education Act which promotes support of international education programs for citizen education.

1973 - The Office of International Programs at AACJC reported that 16 community colleges had established ties with institutions in other countires. (Schultz, 1977)

1973-74 - Miami-Dade Community College sponsored four conferences to explore international elements in the community college curriculum.

1974 - A six state community college regional workshop on international education was sponsored by Rockland Community College of New York. (Schultz, 1977)

1975 - Representatives from 26 countries attended an international assembly on "Education for Development: Focus on Short-Cycle Higher Education," sponsored by the Association of Canadian Community Colleges and AACJC.

1976 - Six institutions formed the Community College Cooperative for International Development to facilitate their involvement in international education. (Schultz, 1977)

1976 - A study of the international education programs at 500 two-year colleges by Shannon revealed that those colleges offered an average of 38 international/intercultural courses, which were attended by 28.7 percent of all two-year college students.

1976 - Sixty-five community colleges in 24 states joined together to form the AACJC International/Intercultural Consortium.

1976 - A Broward Community College sponsored conference in Fort Lauderdale entitled "Opening the Door to International Education" attracted over 150 participants.

1977 - The Florida Collegiate Consortium for International/Intercultural Education was formed. (Greene and Adams, 1979)

1978 - With help from a grant from the Ford Foundation, the AACJC established the position of Director of International Services at its central office.

1978 - AACJC and the Johnson Foundation sponsored two Wingspread Conferences on the topics of "International Education and the Community College," and "International Developments in Postsecondary Education."

1979 - The President's Commission on Foreign Languages and International Studies issued its report recommending the expansion of international education in the community college.

1979 - *New Directions for Community Colleges* published a quarterly entitled, "Advancing International Education."

1979 - AACJC devoted its March issue of *Community and Junior College Journal* entirely to international/intercultural education.

1979 - The Florida State Board of Education adopted a Resolution to support the concept of global education.

1980 - Congress passed Concurrent Resolution 301 which called for "strengthening the study of foreign languages and cultures; . . . the improvement of international studies in the curriculum at all levels of education; the encouragement of international exchange programs." (1980, p. 2)

1980 - Broward Community College, among others, instituted a core requirement that all associate in arts degree students complete a minimum of six credit hours in international courses.

1980 - The National Council on Foreign Language and International Studies was established.

1981 - The National Task Force on Education and The World View of the Council on Learning issued a Task Force Statement on Education and the World View.

1981 - Congressman Paul Simon introduced H.R. 3231 . . . "to further the national security of the United States and the nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and secondary school students and to provide for per capita grants to reimburse institutions of higher education for part of the costs of providing foreign language instruction."

1982 - The Florida State Board of Education adopted the State Plan for Global Education in Florida: Findings and Recommendations drafted by the Florida Advisory Council on Global Education.

1982 - The State of Kuwait began a self-study process to bring technical and vocational institutes into conformity with U.S. regional accreditation standards. A Southern Association Regional Accreditation team visited Kuwait to facilitate this process.

1982 - The Board of Directors of the American Association of Community and Junior Colleges adopted a statement on the role of International/Intercultural Education in Community Colleges. (Appendix A)

1982 - A resolution drafted by the Florida Collegiate Consortium for International/Intercultural Education which recognizes and supports the components of international education in higher education in the State of Florida was adopted by the Florida House of Representatives. (Appendix B) A companion resolution was adopted by the Florida Senate in 1983.

1983 - Representatives from Broward Community College visited Kolej Damansara Utama in Kuala Lumpur, Malaysia, to explore areas of cooperation and institutional linkages.

Internationalizing the College Curriculum

Central to expanding international dimensions of the community college and exposing students to global concerns is the internationalization of the college curriculum. Ostar promotes the internationalized curriculum in this fashion:

> To be successful, an international curriculum must be university wide. Isolated in a center, limited to a few majors, or concentrated in a study-abroad program, internationalism reaches very few students. The successful program is not really a program, but a strategy to infuse the entire university curriculum with an international dimension. (1977, p. 14)

In considering curriculum changes for higher education, the President's Commission called for a return to foreign language requirements and also recommended that:

> Undergraduates should be given greater insight into foreign societies and international issues. To this end the Commission recommends: 2-3 required courses in international studies for all Bachelor's candidates (apart from the required language study mentioned earlier); strengthened undergraduate offerings in international studies; a "domestic junior year" at major

> international studies centers for students at institutions with limited resources in this field; the integration of international or comparative perspectives in the teaching of most undergraduate subjects; expanded opportunities for faculty to acquire or strengthen their foreign language and international skills; increased faculty and student exchanges, and an expanded institutional commitment to undergraduate international studies. (pp. 16, 17)

In 1965 Congress passed Title VI of the Higher Education Act which had as its original intent the training of foreign area and language specialists. Since that time Congress has continued to express concern about the importance of international education. More recently, Congress passed the Education Amendments of 1980 to provide support for undergraduate international studies. Section 601(a) reads:

> The Congress finds that -
>
> 1. knowledge of other countries is important in promoting mutual understanding and cooperation between nations;
> 2. strong American educational resources are a necessary base for strengthening our relations with other countries;
> 3. present and future generations of Americans should be given the opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and,
> 4. the economy of the United States and the long range security of the Nation are dependent upon acquiring such knowledge. (McDonnell, et al., 1981, p. 175)

> Grants under Title VI, Undergraduate International Studies and Foreign Language Programs, may be made for the following:
>
> 1. planning for the development and expansion of undergraduate programs in international studies;
> 2. teaching, research, curriculum development, and other related activities;
> 3. training of faculty members in foreign countries;
> 4. expansion of foreign language courses;
> 5. programs under which foreign teachers and scholars may visit institutions as visiting faculty;
> 6. programs designed to integrate undergraduate education with terminal Master's Degree programs having an international emphasis; and,
> 7. the development of an international dimension in teacher training. (McDonnell, et al., 1981, p. 177)

Several different strategies for increasing the international component of the college curriculum have been suggested. As noted, the President's Commission calls for a requirement of 2-3 international courses for all undergraduates as well as a foreign language requirement. Others advocate an infusion method whereby international components or modules are added to existing courses which enjoy large student enrollments. Yet another approach would be to offer and require courses of an international nature (i.e. international business, comparative education systems, or comparative political systems) for specific majors.

In addressing the need for an expanded international dimension, community colleges must take into account several realities and constraints. Many degree programs are quite restrictive due to the large number of existing requirements. There is legitimate concern regarding the dwindling number of electives students may take. Ever present budget problems limit funds that can be devoted to curriculum and faculty development. However, by examining closely degree requirements and enrollment patterns, community colleges can overcome these problems and develop successful methods of incorporating an international component within the curriculum.

Ernest Boyer and Art Levine (1981) describe the current state of general education as having little impact on helping students understand themselves, their society, or the world in which they live. "What we are witnessing today is the domestic equivalent of international isolationism" (p. 7). In a global society, general education must include courses which bring an international perspective to the classroom.

Central to any effort to develop and expand the international dimension is a strong commitment by the college administration. Presidents, governing boards, and the entire academic organization must provide positive direction. The National Assembly on Foreign Language and International Studies (1980) has summarized the institutional commitment necessary:

> The implementation of an international educational perspective requires full faculty involvement and a recognition of the political realities and processes that affect campus change. Governing boards and chief academic officers are central to such change. While faculty initiatives in curriculum are essential, the overall campus leadership and an institutional commitment which this leadership manifests is of primary importance. In addition to curriculum issues, significant institutional decisions must be made about organizational structure, budgets, and faculty. (p. 3)

The institutional commitment should be evidenced by a policy statement which clearly identifies international education as a significant and integral part of the college's mission. A central office to provide leadership and to coordinate the various aspects of international education should be identified and/or established.

Broward Community College, a large, multi-campus institution serving the Fort Lauderdale-Hollywood-Pompano Beach areas of Southeast Florida, holds a strong commitment to international/intercultural education. While Broward had been active for several years in various international education activities (such as conducting overseas academic programs), it was recognized that large numbers of students would be exposed to courses containing a global perspective only through a significant modification of the on-campus curriculum.

Research conducted in 1979 (Greene) revealed that large numbers of Broward Community College students received little or no exposure to courses of a global nature. More than one-third (37.53 percent) of the BCC students researched who received an Associate of Arts degree did not earn credit in a single course which contained a major international content or emphasis. An additional 14.4 percent of the graduates researched completed successfully only one international course.

Because of the more restricted course requirements prescribed by many technical programs, it could be assumed that Associate in Science degree students received an even lower exposure to international courses. This research led to the conclusion that changes in the general education requirements were needed to ensure that all Broward Community College students enroll in at least some courses that are international in scope.

The Division of International Education, a college-wide division reporting directly to the vice president for academic affairs, submitted a proposal for consideration by the Academic Affairs Committee which would require all students to complete successfully at least two international/intercultural courses prior to graduation. Known as the Area 8 requirement (due to the fact that general education requirements at Broward are divided into various areas and subdivisions), the proposal called for an international/intercultural general education requirement for all Associate in Arts degree students. The Academic Affairs Committee approved the proposal in 1979, and the new requirement became effective in the fall of 1980.

The International/Intercultural area is structured in the form of an overlay requirement. Students are not required to take additional courses; instead, enrollments are redirected with already existing area requirements. The following points describe key features of the requirement:

1. The requirement does not stipulate that a student take additional hours beyond the current general education requirements. It does require, however, that students earning an Associate in Arts degree enroll in at least two courses that contain an international or intercultural emphasis. This may be accomplished in either of two ways: (a) within the existing area requirements, or (b) through electives.
2. The requirement does not alter existing area requirements. Students must still complete existing general education requirements such as humanities, English composition and speech communication, social science, and physical education. Course requirements are not moved from one area to another, but are redirected within the areas.
3. The requirement does not conflict with the suggested programs of any Associate in Arts degree program.
4. Numerous existing courses, both within the area requirements and among electives, may be used to satisfy this requirement. No new courses were necessary. Departments and divisions were encouraged, however, to develop new courses of an international/intercultural nature appropriate for majors in their particular area or discipline.
5. The requirement does not restrict students' freedom of choice by requiring that any specific course be taken. Students may choose from more than 80 courses designated as meeting the requirement.

Departments and divisions reviewed the existing curriculum and submitted recommendations regarding courses to be approved as meeting the international/intercultural requirement. The following criteria developed by the Council on Learning and the National Task Force on Education and the World View (1981) have been adopted by the College to determine those courses to be certified as satisfying the requirement:

1. A fundamental understanding of the key elements of global and national interdependence, as taught through the major fields of study in the humanities, the social sciences, the pure sciences, the applied sciences, and the professional disciplines. This understanding should equip college students to analyze and respond intelligently to domestic and international developments. Such competence should be evidenced by a student's independent analysis of the most important strands of the new global circumstances and comprehension of the United States' increased interdependence with other nations for its national survival and economic growth.

2. A deeper knowledge and understanding of other cultures as seen through their history, geography, language, literature, philosophy, economics, and politics. Student perceptions of other cultures will substantially enhance their ability to understand the nation's needs and changing world position, and enable intelligent consideration of highly complex developments on the world scene. The sensitivities learned about other cultures, the increased capacity to analyze issues and consider other viewpoints, enhanced tolerance of differences, all contribute to a citizenry better able to cope with the 21st century problems and better able to approach conflict resolution.

3. General competency in a second language as a basis for the fuller comprehension of other cultures and of one's own culture in the global context. Skills in specific languages are becoming increasingly essential for meaningful communication in a wide range of contexts. Students' access to effective foreign language instruction is therefore a necessary requisite to the college experience in the 1980s and beyond. (pp. 6, 7)

Approved courses meeting the international/intercultural requirement are wide-ranging and include some offerings from most departments within the institution. All modern foreign language courses, most anthropology courses, Latin American and world history courses; some political science, sociology and geography courses; international business courses, and several humanities courses such as world literature and world religions have been approved for Area 8.

Building upon the new international/intercultural requirement, Broward applied for and received funding in 1981 from the U.S. Department of Education to further internationalize the on-campus curriculum. The two-year project, funded through The Undergraduate International Studies and Foreign Language Program, resulted in the development of several new international courses to meet Area 8. In addition, many existing courses were revised to include additional international and non-Western material. Broward's foreign language instruction capabilities were expanded through membership in the National Association of Self-Instructional Language Programs (NASILP); Arabic, Japanese, Portuguese, Chinese (Mandarin), and Hebrew were offered for the first time during 1982-83. An Associate in Arts degree program in International Studies and an Associate in Science degree program in International Business has been developed. Expanded resource materials such as the Human

Relations Area Files were acquired. Numerous workshops and consultant visitations were conducted to facilitate faculty development.

Another aspect of an international curriculum is the study of foreign languages. Foreign language requirements have declined significantly over the past decade. Between 1966 and 1981, the percentage of colleges and universities with language requirements for admission decreased from 34% to 8% (Wellborn, 1981, p. 57). Registration in foreign language courses in colleges and universities dropped nearly 19 percent between 1968 and 1977. There has been a similar decline in foreign language offerings and enrollments in secondary schools (Burn, 1980).

This serious decline in foreign language study moved the President's Commission on Foreign Language and International Studies to write:

> The Commission views as a priority concern the failure of schools and colleges to teach languages so that students can communicate in them. The inability of most Americans to speak or understand any language except English, and to comprehend other cultures, handicaps the U.S. seriously in the international arena. Paralleling our professional language need, foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the difference among them. It is axiomatic -- and the first step to international consciousness -- that once another language is mastered it is no longer foreign, once another culture is understood, it is no longer alien. (p. 28)

The decline in the study of foreign languages can be attributed to several factors. The first is economic because of the steady decline in the number of jobs for people who specialize in foreign languages. The second is ineffective teaching methods which may be responsible for the fact that the majority of foreign language students show little or no proficiency in foreign languages. The Carnegie Council's Handbook on Undergraduate Curriculum stated that 78 percent of college freshman had taken at least one year of foreign language but that "only 15 percent said their high school programs prepared them very well in foreign languages" (Levine, 1978, p. 64).

Another reason for the decline in foreign language study is the assumption that since English is the leading world language, then Americans need to speak only English. This American parochialism will lead to isolationism and the decline of American intellectualism as the citizens of the U.S. will be unable to understand anything written in a foreign language.

Congressman Simon (1980) claims that our language deficiency is a threat to our national security, "A total of 4,943 positions in the federal government require Russian proficiency, but there are only 3,206 persons who can fill that need" (p. 43). "Today there are more teachers of English in the USSR than there are students of Russian in the United States" (p. 8).

All is not lost in the story of the decline of foreign language study. As stated earlier, the President's Commission on Foreign Languages and International Studies called for the reinstatement of language requirements. One of the goals of the Helsinki accords of 1975 is "to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country as well as for the strengthening of international cooperation" (Burn, 1980, p. 56).

With the growth predicted in the United Stats of the Spanish speaking population, there will be increased cultural and linguistic self-awareness of minority groups and a demand for bilingual education. Although it is not always agreed how bilingual education might relate to foreign language study, it is apparent that some relationship does exist. Perhaps students whose first language is English will be encouraged to become bilingual at the same time that non-English speaking students are acquiring English.

The basic aims of foreign language study are the same as the goals of international education -- to increase familiarity with another culture while increasing understanding and appreciation of one's own culture. The United States cannot afford to remain monolingual.

International Education and International Business

International trade involves one out of every eight of America's manufacturing jobs and one out of three acres of America's farmland (President's Commission, 1979). Even though international trade is more important to America's well-being than ever before, U.S. trade performance has markedly deteriorated. Overcoming the international trade deficit will require American businessmen and businesswomen to become skilled in foreign languages and international understanding. International education is critical to America's economic health.

The President's Commission recognized this need for business people at all levels to be internationally educated. They wrote:

> If the U.S. is to export more and compete more effectively in international trade, it is the many small and middle-level firms that must be involved and therefore assisted in obtaining the international expertise required. But American business people at these levels are often at a disadvantage when functioning internationally. They rarely speak foreign languages and have little experience or cultural skills in negotiating with foreign enterprises or governments. (p. 126)

John Brademas, President of New York University, has stated, "At a time when information, trade, and people move at an unprecedented rate across national borders, we can all prosper -- indeed, survive -- only if we have a deeper and broader knowledge of other countries and cultures" (1982, p. 48).

In The Tongue-Tied American, Congressman Paul Simon (1980) blames the American deficiency in foreign languages for part of the U.S. trade deficit. While there are approximately 10,000 Japanese salesmen who speak English in New York City, there are less than 1,000 American salesmen in Japan and very few speak Japanese. Come Alive with Pepsi almost appeared in the Chinese version of the Readers Digest as "Pepsi brings your ancestors back from the grave" (p. 32). Our current language inability is a liability for American international business.

Nearly a decade ago (in 1974), the American Assembly of Collegiate Schools of Business (AACSB) modified its accreditation standards and formally recognized the importance of an international component in the business curriculum. The Assembly requires business schools in the United States to include global as well as domestic aspects of business in degree programs for all business majors (Grosse & Perritt, 1980, p. 184).

For the first time, in fiscal year 1983, the United States Congress appropriated funds for the Business and International Education Program (Title VI, Part B of the Higher Education Act of 1965, as amended). In establishing the program, the Congress found that:

> The future economic welfare of the United States will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalization of our economy. (U.S. Department of Education, Note 5)

Community colleges should be significant beneficiaries of this program as the authorizing legislation specially encourages the internationalization of curricula at the freshman/sophomore level and the development of new programs relating to international business for part-time, mid-career, and non-traditional students (U.S. Department of Education, Note 5).

Faculty Development Programs

Burn (1980) reported in the Carnegie Council on Policy Studies in Higher Education Report, The International Dimensions of Higher Education, that only 29% of community/junior college faculty travel abroad as compared with 71% of the faculty at major research institutions. Because of the nature and provincialism of many community colleges, the faculty is seldom internationally oriented. Most community college faculty are recruited from the surrounding area and center their attention on local problems. This home-bound characteristic of the faculty lends justification for faculty development programs which may send faculty abroad. Such international exposure adds color and stature to the quality of academic life in the community college setting.

The same arguments raised against internationalizing community colleges are sometimes used against promoting study abroad opportunities for community college faculty. While few argue against an international background for faculty who teach foreign languages, humanities, and social sciences, many fail to recognize that faculty who teach business, nursing, or building technology should also study abroad. Support for community college faculty of all disciplines to study abroad can be mustered if the benefits of such experiences, which provide insights and appreciation for other cultures and levels of technological sophistication, are considered.

Community college faculty, once exposed to education abroad, are more supportive of efforts to internationalize the curriculum. Faculty returning from an exchange program are revitalized and interested in bringing an international perspective to the classroom.

Faculty exchange programs whereby faculty members exchange campuses, homes, and classrooms are a popular and less expensive way to promote faculty abroad opportunities. After World War II, the Fulbright Program was developed to foster intellectual contact between the United States and its wartime enemies as well as its allies. The Fulbright Program expanded the number of Amerian faculty involved in exchange programs; however, financial funding for the program has declined significantly in constant dollars in recent years (Hayden, 1977). According to Walter Brown, President of the Council for Intercultural Studies and Program, "Spiraling tuition costs, cutbacks to the Fulbright and Peace Corps programs, and the elimination of professorships have reduced the opportunities for younger faculty members to go abroad" (Phillips, 1982, p. 54).

Where funds are available for faculty development, efforts can be made to commit these monies to international education opportunities. Several community colleges in Florida have adopted staff and program development goals which support increased international education experiences for faculty and administrators.

Florida Junior College in Jacksonville has been a leader in promoting exchange programs for its faculty. Roland Terrell, Director of Staff Development at Florida Junior College, explained the rationale behind the program:

> Such a program would allow faculty to become totally involved in the job responsibilities of another educational program through the host college. Additionally, the program would sharpen cultural awareness and increase professional competencies which are needed by the successful educator. (1980, p. 3)

A second example of providing intensive study opportunities for faculty is the group study-abroad program. Traditionally offered during the summer, several faculty members live, study, and travel abroad together to gain experiences in the cultural, economic, political, and social aspects of foreign nations. The purpose of these programs is to expose faculty to other countries, cultures, and geographic regions which will stimulate them to use these experiences in curriculum development and teaching. Several community colleges have conducted or participated in successful group study-abroad projects.

Another method for faculty development is the use of international seminars. The College Consortium for International Studies sponsors faculty development seminars in Belgium while the Florida Collegiate Consortium for International/Intercultural Education conducts a similar program in Quebec. These seminars are comprehensive, one-week programs on political, economic, historical, and cultural topics.

Workshops and conferences provide additional opportunities for staff development. During the summer of 1980, six community college faculty participated in a series of seminars on Taiwan under the auspices of Kirkwood Community College (Breuder & King, 1980). The Florida Collegiate Consortium for International/Intercultural Education sponsored a conference on "International Perspectives in Higher Education" in October, 1981, in Winter Park, Florida (Consortium Sponsors Conference, 1981). This conference, directed at teaching faculty, international student advisors, study-abroad advisors, and administrators working in the field of international education, featured noted speakers addressing the internationalization of Florida, global issues, and national policies toward international education.

Placing faculty with hosts abroad and in teaching positions abroad are other ways for promoting international opportunities. Overseas academic programs also provide faculty with opportunities to go abroad accompanying students.

Student Study-Abroad Programs

Study-abroad programs are among the most visible and glamorous aspects of international education. Study-abroad programs perhaps accomplish the goals of international education as well as any other method. Increasing the understanding of a people and culture by being immersed in the environment of that country broadens the student's perspective on global issues.

According to Gerhard Hess of Rockland Community College, "No community college prior to 1967 had any experience with a comprehensive international program abroad" (1981, p. 36). Several beliefs had limited the endeavors of community college educators from expanding into this arena. Some held that students should have at least two years of college before they can truly benefit from study abroad. However, waiting until students transfer to a senior institution to study abroad is not the answer for community college students since less than one-third of those who enter community college ever transfer to a four-year institution.

Another argument against community college overseas programs was mentioned earlier as an argument against internationalizing the community college. The mission of the community college is to serve the immediate community and thus study-abroad programs are beyond the scope of community colleges. Students in community colleges, as a whole, have a greater need for study-abroad programs than any other segment of the higher education student population. Many community college students are highly provincial; they have spent their lives in the community where they are attending college, lived at home, and traveled little. For many, the two years on the community college campus will be their only exposure to higher education. To restrict study-abroad opportunities to only four-year college students is to deny participation in learning about foreign cultures to a very valuable public. Many would argue that this philosophy violates the principle of equal access to higher education opportunities.

There has been a steady rise in the number of study-abroad programs offered by community colleges since 1967. In 1978, the International/Intercultural Consortium of AACJC reported 44 summer study-abroad programs. In 1979, the number of programs increased to 56 and for 1982, 71 programs were reported (AACJC, 1978, 1979, 1982).

Since community colleges attract average students as well as superior students, older students as well as traditional college-age students, and vocationally oriented as well as arts and science students, a diversity of study-abroad programs should be made available. The approach to study-abroad programs by community colleges is different from the approach taken by most universities. Community colleges tend to take a more pragmatic approach in that there is usually no foreign language prerequisite for participation. This does not mean that foreign languages are not integral to community college programs; rather foreign language instruction is provided in the foreign setting, often the best place for this learning activity. Moreover, students frequently continue foreign language study after their return from an overseas academic program.

The development of study-abroad programs can be expensive due to international travel, necessary communications, and other logistical problems. As a result, commercial agencies and entrepreneurs have assumed some of this activity. While some mutual benefits can be derived from these arrangements, community colleges must be cautious that the programs emphasize learning and are educational, not just travel oriented.

To offer direction in the development of undergraduate study-abroad programs, the National Association of Foreign Student Affairs has issued a statement of principles for study-abroad programs. NAFSA suggests that study-abroad programs should:

1. be guided by a clearly stated policy about the institution's intentions and goals for facilitating study-abroad programs within the context of its overall international educational objectives;
2. have a central point of access to useful information about overseas opportunities;
3. have advisors who provide sound, knowledgeable, and objective advice about study-abroad programs;
4. be evaluated by returning students;
5. have clearly stated purposes and specific educational objectives stated in the program bulletin and promotional materials;
6. provide specific information to prospective applicants about the nature of the program, how and where instruction will be given, grading practices, information about local attitudes, mores, and living conditions, etc.;
7. screen applicants for adequate academic background;
8. include an orientation, counseling and supervisory services;
9. have clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the home institution;
10. be staffed by carefully selected and qualified personnel who have both appropriate academic and administrative experience necessary to perform the work; and,
11. be evaluated periodically by student participants, program administrators, and a faculty advisory committee. (NAFSA, 1981, pp. 11-13)

Ideally, study-abroad programs should be designed uniquely for each student in a way that recognizes the learning goals of the student, the educational philosophy of the college, and the possibilities for learning afforded by the environment. Overseas academic programs have been designed by community colleges as both short-term, summer, and semester-long study-abroad experiences.

The diversity of study-abroad programs offered by community colleges is truly amazing. Community college secretarial students study in England during the summer where they work as secretaries in English offices, live with English families, and study typing, shorthand, and business practices at an English college. Criminal justice students from a number of community colleges study comparative criminal justice systems at Scotland Yard and the Surete (Yarrington, 1978). Other programs range from child psychology in Israel to music in Europe to urban problems in India to cross-cultural communications in Jamaica to world religions in the Far East.

The College Consortium for International Studies (CCIS) offers a large number of high quality, semester-length overseas academic programs. Locations include Denmark, Egypt, Germany, England, Israel, Italy, Spain, France, and Ireland. Instruction is conducted in English, but students are required to study the language of the host country. Each overseas academic program is administered by a single CCIS member college, but all CCIS programs are open to all students enrolled at member colleges (Note 6).

International Students in the Community College

Although two-year institutions have enrolled foreign students for many years, there has been a tremendous increase recently in foreign student enrollment as hundreds of community colleges now serve virtually thousands of foreign students. What benefits are derived from having international students on the community college campus? International students permeate the classrooms with cultural diversity and stimulate learning about other nations. Foreign students provide a living curriculum. Community college students can be provincial and exposure to international students on the campus may provide their only interaction with members of another culture.

In a recent study on foreign students in American colleges and universities (Goodwin & Nacht, 1983), it was found that international students are considered a low priority by most college officials. Moreover, most institutions have not addressed in any detail the economic, educational, and institutional impact associated with large international student enrollments. Clearly, community colleges are well positioned to assume a leadership role in serving the needs of an increasing international student population.

Harari lists a number of reasons for enrolling foreign students in American institutions of higher education.

> Among the most compelling are that foreign students enrich American students through cultural interaction, that U.S. universities represent resources which should provide opportunities for educational and professional development to the most promising individuals regardless of their country of origin, that it is the moral responsibility of the more advanced nations to help train the nationals of the underdeveloped areas, and that training foreign students in the United States makes potential good friends for the United States around the world. (1981, p. 33)

The President's Council on Foreign Language and International Studies recognized the value of foreign students in this way:

> These visitors represent an important opportunity for us, since they frequently rise to influential positions in their own countries. Moreover, although we recognize that the primary purpose of foreign students in the U.S. is to advance their professional goals, while here they could assist in encouraging international perspectives in academic and extracurricular programs on our campuses as well as in our communities. (1979, p. 111)

Another asset derived from educating international students in U.S. institutions of higher learning is the strengthening of international ties. The positive experiences and friendships realized by international students studying in this country build foundations for international peace in the future.

International students in community college settings have a major economic impact on the community. Miami-Dade Community College in Florida, which leads the entire postsecondary education community in the enrollment of foreign students, estimates that these students spend over $34,000,000 each year in the community.

In addition, many foreign students make large product purchases including automobiles, electronic equipment, and furniture. "The economic impact of international student expenditures in the community is highly significant" (Miami-Dade Community College, 1981).

In Open Doors 1980-81, the Institute of International Education reported that the foreign student population in two-year colleges increased 8.6% over 1979-80 by reaching 54,220 students. Approximately 25% of the total undergraduate foreign student population is enrolled in community college settings (Boyan, Julian, and Rew, 1981). This significant increase of international students studying at community colleges will surely continue. Seymour Fersh predicts that in the future large numbers of students will come to U.S. colleges and universities from the People's Republic of China (1979, p. 15).

Several factors explain this increased enrollment. First, the growth of the community college in numbers of institutions, in scope and mission of providing universal access to higher education, and in diversity of program areas makes this setting attractive to foreign students. Secondly, there has been a definite increase in the number of foreign students from Third World nations coming to the United States. These students are attracted to community colleges which provide an array of low-cost educational services and a wide range of career options. Other reasons explaining the increase include a growing awareness of American community colleges in other nations, the referral of foreign applicants to two-year institutions by four-year colleges and universities, and the emphasis in community colleges on individualized instruction.

In 1970, Canada supplied more foreign students to the U.S. than any other nation. By 1980, Canada had fallen to fourth place to be preceded by Iran, Taiwan, and Nigeria. The change in foreign enrollment is attributable in part to the increase of students from OPEC member countries (Boyan and Rew, 1981).

The highest concentration of foreign students is located in a small number of states. For the past 23 years, California has had more international students than any other state. Behind California fall New York, Texas, and Florida. Florida reported an increase of 36.4% in foreign student enrollment from 1979-80 to 1980-81 (Boyan and Rew, 1981).

Over thirty percent of foreign students enrolled in two-year institutions choose engineering as their major. Other areas of concentration include business and management, 19.2%; undeclared, 12.5%; and Intensive English language, 8.7% (Boyan and Rew, 1981).

Although increased foreign student enrollments seem attractive to institutions facing projected enrollment declines, community colleges are found to encounter many problems and issues in dealing with foreign students. International students are often unprepared to cope with American culture and social customs. Different languages, dating customs, dietary habits, attitudes toward study, problems with immigration regulations and authorities, and finances for the foreign student combine to make adjustment a difficult task. For community colleges with an open door admissions policy, the issue of English proficiency is a problem. Diener and Kerr (1979) recommend that community colleges "admit only those foreign students whose competence is established and for whom the institution is prepared to provide English instruction and suitable developmental work" (p. 54).

The National Association of Foreign Student Advisers (NAFSA) offers assistance and guidance to colleges dealing with the problems of foreign student enrollment. NAFSA also encourages the incorporation of international students into the college and local communities. This interface of different cultures provides international educational experiences for all parties.

Consortia

To overcome some of the difficulties mentioned earlier with international students, study-abroad programs, and faculty exchange programs, community colleges often find collective, interinstitutional efforts advantageous. In times of budget constraints, the cooperation derived from consortia arrangements allows the sharing of study-abroad programs, the training of faculty, and the exchanging of ideas and information among institutions at a more efficient rate than individual enterprises.

In 1976, more than 50 community colleges across the country joined together to form the American Association of Community and Junior Colleges International/Intercultural Consortium. The Consortium is an institutional membership organization of two-year colleges cooperating to promote their involvement in the world community and to benefit from world-wide dimensions of community-based education. Activities of the consortium office include identifying schools for placement of foreign students, sponsoring meetings in conjunction with AACJC conventions, recommending consultants for international assignments in government and private agencies, coordinating visits for educators from other nations to the U.S. and for American educators abroad, distributing a bimonthly newsletter, and preparing directories of study-abroad programs and descriptions of consortium colleges (AACJC, Note 7).

There are other significant consortium agreements throughout the nation. The Community Colleges for International Development, Inc. (The Cooperative) consists of nine member colleges promoting such international activities as development of training activities for educators, maintaining relationships with international agencies, sponsoring exchange programs, and conducting symposiums (CCID, Note 8).

The Pacific Northwest International/Intercultural Education Consortium began in 1979 with 23 two-year and four-year colleges. The major goal of the consortium "is to create in citizens a greater awareness and respect of the world as an interdependent global community, and it is toward that goal that the member institutions are concentrating their efforts" (Harris, 1981, p. 6). The Consortium has received several grants from the U.S. Department of Education to train faculty to internationalize the curriculum.

The College Consortium for International Studies (CCIS) was founded for the purpose of providing "international/intercultural learning (abroad) of high quality for students enrolled in the participating colleges and universities" (Note 6). Currently, CCIS coordinates and supervises overseas academic programs for 50 member colleges and universities that comprise the Consortium and sends more than 1,000 students abroad each year.

One of the first efforts at forming a statewide consortium promoting international education was the Florida Collegiate Consortium for International/Intercultural Education. In 1977, six community colleges formed the core for the

Consortium and began pooling their efforts at providing international/intercultural learning experiences (Greene and Adams, 1979).

While the initial thrust for the Consortium originated with community and junior colleges in Florida, it was agreed at the outset to solicit the involvement of the State University System. Several universities were conducting ongoing programs in the field of international education, and it was felt that they could provide valuable assistance and expertise and also derive benefits of their own. The original membership of the Consortium enjoyed the active participation of one university, Florida International, and four additional universities applied for membership during the first year of operation. By 1983, the Consortium had fifteen members: nine community/junior colleges, five universities, and one private college. These institutions are among the largest in Florida. They have collectively an enrollment in excess of 300,000 students; this represents approximately 60% of the total higher education student population in the State.

Several major accomplishments have been realized during the first five years of operation. A statewide meeting was held in 1977 in which representatives of member colleges and universities met with higher education leaders and government officials from Jamaica for the purpose of exploring study program possibilities in that country. This led to a successful joint venture between Valencia Community College and Broward that saw students from both institutions study Geology and Sociology in Jamaica. Member institutions participated in a two-month statewide visitation by an internationally recognized educator from India in 1978. In 1981, faculty from member institutions participated in a series of workshops sponsored by the Consortium for International Studies Education (CISE); these workshops emphasized increasing awareness of global issues at the undergraduate level. The Executive Director of the Consortium served on the Florida Advisory Council on Global Education which provided the State Plan for Global Education in Florida; the Consortium formally endorsed the plan and sponsored a reception in Tallahassee in honor of its adoption by the State Board of Education.

A Consortium newsletter has been published twice each year since 1980. This newsletter has provided a valuable service by disseminating information regarding international/intercultural activities among member institutions and throughout the State.

A major purpose in establishing the Consortium was, of course, program-sharing, and this has been of particular value in the area of study-abroad programs. Many colleges and universities in Florida have been conducting highly successful overseas academic programs for many years; the Consortium has become a vehicle whereby these programs are made available to all students enrolled at Consortium institutions. While this had always been technically possible, the framework was established for the systematic distribution of information. Future potential for overseas study programs has been enhanced as cooperative efforts by two or more institutions will result in a sharing of resources and greater student involvement.

The Consortium authored and sponsored a resolution for consideration by the State Legislature recognizing and supporting the components of international education in higher education in Florida. The Florida House of Representatives formally adopted the resolution (HR 960) in 1982, and this resolution stands as a strong statement of legislative support for international education activities in the State. A companion resolution was adopted by the Florida Senate in 1983.

Two statewide international education conferences have been sponsored by the Consortium. The first, held in Hollywood, Florida, in 1979, had as its theme, "Global Perspectives: Internationalizing the College Curriculum." The 1981 conference in Winter Park, Florida, emphasized "International Perspectives in Higher Education." Both conferences were designed to serve the needs of teaching faculty in colleges and universities and provided specific information on developing and improving international education activities. Each conference attracted more than 125 participants.

A close working relationship has been established between the Consortium and the Government of Quebec. A faculty development seminar in Montreal and Quebec City was conducted in May, 1983, for the benefit of faculty members and administrators of Consortium institutions.

While institutions will continue to act independently to advance the issues of global education, consortia agreements provide vehicles by which much progress can be made in international education. Community colleges are in a unique position to take advantage of these arrangements because of their flexibility and inclination to enter into cooperative arrangements.

Sharing with Colleagues Abroad

Another aspect of internationalizing the community colleges is the sharing of experiences with colleagues abroad. There is a growing interest among both developing countries and industrialized nations regarding America's community and junior colleges. For many years some of these countries have benefited from traditional and more selective colleges and universities. As their population expands and new demands for job skills and training appear, there is a growing realization that either the more traditional institutions will have to be adapted to meet this need, or new kinds of institutions established if the nation is to develop its greatest national resource -- its people.

America's community and junior colleges have opened the doors of opportunity to thousands of citizens on an unprecedented scale. They stress accessibility, good instruction at low cost, and convenience to the people. These are precisely the features being sought in numbers of countries abroad, and our nation's many and diverse institutions have a unique opportunity to share in the growth and development of similar institutions and programs across the world.

Access is the key word, and our own experiences in this regard can be most helpful to others. At the same time we can learn much from our colleagues abroad as they travel roads that are similar to ours in so many ways.

This sharing of ideas and experiences has been going on for some time and is increasing. As an example, a consultation sponsored by the U.S. Education Foundation of India and the Fulbright Scholars Lecture Series recently brought three American community college presidents in contact with education and government officials throughout India as that nation develops its plans for the future, placing greater emphasis on access. Another example involves the bilateral agreements between the Community Colleges for International Development, Inc. and the governments of Surinam and the Republic of China whereby the American institutions have agreed to participate in faculty and student educational programs (Fersh, 1982).

More recently, an American community college president was a U.S. delegate to the Intergovernmental Conference on Policies for Higher Education in the 1980s sponsored by the Organization for Economic Cooperation and Development convening in Paris. The first topic dealt with Access to Higher Education and the second with Changing Relationships between Higher Education and Working Life. The member countries had a high level of interest in the American community and junior college experience in these areas, and this kind of interest from our colleagues abroad is likely to continue. We need to be ready to share in these and other ways.

It is also interesting to note that the State of Kuwait has embarked on a program to bring its technical and vocational institutes into conformity with United States regional accreditation standards. The process is well under way and U.S. teams periodically visit the country to assist in the self-study process, which is scheduled for completion in late 1983. This type of involvement with colleagues abroad is likely to increase in the future.

In 1983, two Broward Community College officials visited Kuala Lumpur, Malaysia, at the invitation of Kolej Damansara Utama. The purpose of the visitation was to discuss institutional linkages and to explore the feasibility of establishing a formal academic affiliation between the two colleges. Such an arrangement would facilitate the transfer of Malaysian students attending Kolej Damansara Utama to colleges and universities in the United States.

A significant effort to expand interinstitutional linkages beyond the United States is the Interamerican University Council for Economic and Social Development. Founded in 1982 under the leadership of Florida International University, the Council is unique in that its membership consists of postsecondary academic institutions throughout the Western Hemisphere, Spain, and Portugal. Goals and objectives of the Council include:

1. to foster interamerican academic cooperation which emphasizes economic and social development;
2. to strengthen the capacity of the universities of the Americas to:
    a. conduct high level research in scientific, technical, economic and social fields related to problems of local, regional and national development.
    b. develop programs of university studies to satisfy the needs of individual areas for trained graduates.
    c. offer university services to help higher education and its training programs be responsive to local community needs.
3. to assist the universities of the Americas to increase their capacity to identify and successfully solve their own problems, to select priorities in the field of research, training and university extension and to adapt technology to local conditions;
4. to identify new resources for economic and social development, attract them to higher education in the Americas and organize them in ways that foster interamerican university cooperation in appropriate disciplines;
5. to encourage and support interuniversity projects of economic and social importance; and,
6. to improve communication among Council members so they may take advantage of information regarding human, academic and physical resources available to conduct joint activities, establish pro-

> fessional working teams, etc. among their faculties, students, and staff (IUCESD, Note 9).

Since World War II, American higher education has been providing technical assistance to developing nations. International agencies such as the Organization of American States, the World Bank, and the United Nations have, in the past, often overlooked the talents and skills available in community and junior colleges. At the same time, many of these developing nations were in need of the types of technical assistance and expertise which these institutions can provide. Fred Harrington stated at the 1978 Wingspread Conference:

> In the next few decades the community colleges must play a much larger role than they have to date in providing technical assistance abroad. This they can and should do, in the interest of foreign countries, especially the developing nations of Asia, Africa and Latin America; in the interest of the United States and our image and influence overseas; and in the interest of our people at home, specifically including the community colleges themselves, and the communities they serve. (p. 74)

As we become more knowledgeable about one another, sharing will increase. This process will also build new linkages and create new understandings among members of the academy throughout the world. Community colleges are privileged to be increasingly involved in this process.

Internationalizing the Community Colleges: Prospects for the Future

With the increased interdependence among nations of the world, the United States can ill afford to remain isolated in the area of international issues. Remaining indifferent to the world about us has serious implications for our economic stability and national security. New support for international education can be gained by raising the consciousness of the American community to the seriously deteriorated state of international awareness and competence.

At this critical time of world interdependence, the trend is toward a decline in federal financial support for international education. Rose Hayden, former director of Government Exchange Policy for the International Communication Agency, has observed that federal support for international education has declined in real dollars by 50% (1977). Proposals currently under consideration in Washington may well continue this downward trend. John Brademas, former U.S. Representative from Indiana and current president of New York University concludes:

> For the foreseeable future, federal money for international education - or for any kind of education, for that matter - is not likely to increase. Therefore, educational institutions will need to devise ways to share resources and ideas with one another. (1982, p. 48)

To face current financial conditions, Harari recommends that institutions use the following strategies:

1. clarify their institutional mission in the international area;

> 2. incorporate their international activities within their existing budgets and not depend on external support as heavily as before;
> 3. seek increased funding from local sources, public and private, especially international business; and,
> 4. work harder at strengthening the credibility of their foreign language and international studies programs in terms of the marketplace as well as in terms of quality liberal education. (1981, p. 42)

Harari adds, "While admitting that finances do help, it is also true that much of what is needed does not depend on external funding but instead on such key variables as the willingness of a critical number of faculty members to deepen their international approach to their disciplines and to extend themselves into comparative and interdisciplinary studies" (p. 44). Harari suggests that "having 25% of the faculty committed to a serious international dimension is sufficient to move the campus significantly in the international area" (p. 29).

International education does not have to be an "expensive frill." The financial investment can be minimal; the institutional commitment is essential. Many immediately assume that international education is expensive. The truth is that study-abroad programs need not cost the institution more than on-campus programs, that internationalizing the curriculum is funded in the same manner as other courses, that foreign students pay out-of-state tuition and contribute significantly to the economy of the local community, and that many interested groups and individuals can be found in most communities to contribute support to international programs and activities.

One method that community colleges are using to advance international education without spending additional dollars is consortia arrangements. Consortia agreements which promote international education range from emphasis on study-abroad programs, to faculty development programs, to sharing in providing technical assistance of an educational nature. The future will see an increase in consortia as community colleges remain innovative in creating opportunities for international education.

Another virtually untapped resource which can be used to affect the dwindling financial support for international education is America's multinational population. Brademas states:

> Our country has a remarkable resource of talent in members of our ethnic minority groups, who, if brought into the mainstream of education and employment opportunities, can be expected to make new and valuable contributions to our national capacity to deal effectively with the world beyond our borders. (1982, p. 48)

In the future, community colleges will capitalize on the talents of America's heterogenous population to internationalize the campus environment.

Internationalizing the curriculum will gain support in the future as the need for international expertise becomes more widely known. The National Assembly on Foreign Languages and International Studies recommends:

> Programs to improve faculty and student competencies in international understanding and foreign languages should be implemented

> beyond the liberal arts in the following areas:
>
> *in schools of education because of their graduates' impact on students of the next decade;
>
> *in schools of journalism and departments of communication because of the role of their graduates in informing the general public; and,
>
> *in other professional schools and/or departments, such as business, engineering, medicine, and agriculture, because their graduates will increasingly be concerned with other countries. (1980, p. 9)

To organize international education on the campus, Maurice Harari, Vice President of the American Association of State Colleges and Universities (AASCU), recommends centering international education in an identifiable office of international programs:

> It is abundantly clear that an office of international programs on campus occupied by a competent individual makes quite a difference to the international vitality of a campus and is in fact necessary for any institution with a serious commitment to internationalization. (1981, p. 39)

According to a survey of AASCU institutions, "the purpose of an international office increases the opportunities to obtain grants, which often allow the institution to recoup costs" (Harari, 1981). This office could provide leadership for efforts to internationalize the curriculum, for community programs, for study-abroad programs, for faculty development programs, for foreign language instruction, for English language institutes, for international students, and for writing and implementing contracts and grants in the international area.

One of the "Megatrends" identified by Naisbitt (1982) is the changing role of the United States in the world economy. We must recognize that the U.S. is no longer economically dominant and independent; instead, we are now only one of several important countries in an ever increasing interdependent global economy. The era of U.S. dominance and self-sufficiency has ended. We must develop new economic relationships with other nations, and especially the Third World, if we are to prosper in coming decades. This new role for the United States in an interdependent world economy must be emphasized in the curriculum of our colleges and universities.

Students entering college today are pragmatic and career-oriented (Boyer and Levine, 1981). The number of jobs available in overseas sales and marketing far exceeds the number of college graduates with majors in international trade (Simon, 1980). Thus, colleges can promote international education by advising students of the employment prospects for the future in these fields.

In the State of Florida, foreign trade is the fastest growing area of the economy with an increase of nearly $2 billion in 1981 over 1980. One key to the development of Florida's international sector is "a large pool of bilingual business professionals" (Foreign Trade is the Fastest Growing Area of Florida Economy, 1982).

Seymour Fersh predicts that "international studies can also help students prepare for living in societies that do not yet exist" (1982, p. 6). International education provides a future orientation for the students of today.

The number of international students attending colleges and universities in the United States will increase in the future. The American Council on Education projects foreign student enrollments could triple to more than one million by the early 1990's (Scully, 1981). Aaron Fuller, an economist with the Institute for Defense Analysis, states that the enrollment of international students has the potential for expansion which "could transform the American economy into a vast network of public and private educational factories by the year 2000" (1978). Fuller predicts that more than half the American work force could be employed in the production of education for export by the year 2050.

Although America is facing intensified competition from other countries in many areas of industrial technology, the United States enjoys a strong economic advantage in the area of higher education. "This means that the real economic costs of educating a student, measured by the sacrificial alternatives of doing something else with the resources dedicated to education, are probably lower in the United States than in other countries" (Fuller, 1978). The future may see the United States exporting its higher education expertise to improve its trade imbalance.

Seymour Fersh, former director of the AACJC Office of International Services, forecasts:

> The active involvement of community colleges in the world will be an extension of the kinds of leadership and services which we have provided domestically - helping, among others, those in the community who have not traditionally qualified for post-secondary education. Also, our institutions will be sharing the kinds of educational know-how that we have pioneered in the U.S. and which most interests and attracts foreign educators who have responsibility for introducing and promoting educational changes in their own countries. (1982, p. 4)

Ernest L. Boyer, former United States Commissioner of Education, has included international education in his list of priorities for community colleges in the coming decade. In a 1978 address to the American Association of Community and Junior Colleges, Boyer (Note 2) stated his belief that "higher education must begin to build bridges among the nations of the world" and that we must focus on a new curriculum, "one that gives us clear vision of the unity of our world." Concerning the role of community colleges, Boyer continued:

> I believe that our community colleges can and must take the initiative in helping to build these global bridges; not only because you have such a large number of students, but because you have the flexibility and the vision to lead the way.
>
> Now let me be very candid here. There has, and I've heard it, been a shocking attitude in higher education that it is somehow illegitimate for our community colleges to concern themselves with global education. It's been snobbishly proposed that this is the senior college turf -- as if 35 percent

> of our higher education students could be cut off from the significant issues of our time. I reject absolutely such disturbing nonsense. Indeed, I'm convinced that the two-year colleges not only have a right to establish international linkages, they should lead the way. They have an obligation. . . . I'm convinced that these programs are absolutely crucial. They need your strength and your commitment in the months ahead. For if we do not give our students real perspectives and teach them to live together with civility and constraint, we will have mortgaged our future on the short-time satisfactions of today.

The Reagan administration has recognized the importance of international student exchanges. In June, 1982, President Reagan announced the concept of an international Youth Exchange Initiative: this has led to the creation of the President's Council for International Youth Exchange. The program is designed to provide students with increased opportunities to experience foreign cultures and improve foreign language skills. While the focus of the program is on high school students, increased national interest in international exchanges should generate expansion of overseas academic programs at the community college level (AACJC, 1983).

Dale Parnell, President of the American Association of Community and Junior Colleges, has called for an expansion of international education efforts to include such areas as occupational education, export programs, and foreign policy. Parnell has even advocated an increased role for community colleges in the development of United States foreign policy (AACJC, Note 10).

Significant progress has been made over the past decade in internationalizing our community colleges. International education is here to stay. Countless policy statements, resolutions, and reports have been adopted in recent years by an ever increasing number of organizations, legislatures, and commissions regarding the importance of increasing the international perspective throughout the undergraduate curriculum. The demands of modern society, as well as the role of the United States in an increasingly interdependent world, require that community colleges provide expanded international/intercultural learning experiences for the large number of students served by these institutions.

For many years, educators and psychologists have referred to the term IQ as an index of intelligence. Perhaps it is time for us to consider a new term that will have special relevance for all levels of education, as well as for this nation's prosperity and security in the coming decades. We can call this new term IIQ -- "International Intelligence Quotient." The IIQ of United States citizens is not very high. We must reverse this situation if America is to meet its international responsibilities, if American business is to survive in an increasingly competitive world, and if American citizens are to exercise responsibly their rights in a democratic society. Community colleges must provide leadership and direction in meeting this important challenge.

APPENDIX A

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES - STATEMENT ON THE ROLE OF INTERNATIONAL/INTERCULTURAL EDUCATION IN COMMUNITY COLLEGES

The interdependence of the peoples and nations of the world is an expanding dimension of twentieth century life. Education for international/intercultural understanding has thus become imperative for Americans. The urgency of world issues confronting the United States increases the need for an internationally aware and competent citizenry to understand and function within the diverse cultures and systems of our country and of the world.

To create this competent citizenry, international education must receive increased emphasis. Community colleges are in a strategically strong position to undertake this challenge, due to their contact with American communities.

Therefore, the American Association of Community and Junior Colleges encourages community, junior, and technical colleges to establish clear institutional goals and policies regarding international/intercultural education that advocate the values of the international dimension throughout the total institutional program.

The AACJC recognizes the need for providing appropriate support services within its capabilities and structure to assist in the development of international and intercultural education in community, junior, and technical colleges.

The AACJC recognizes and accepts the responsibility to provide leadership in interpreting and supporting the role of two-year, community-based institutions in international education.

A POSITION PAPER ON THE ROLE OF THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES IN INTERNATIONAL EDUCATION

Introduction

International/intercultural* education is a term which encompasses a number of educational activities, most commonly including the following programs: an overall curriculum with global dimensions; foreign language programs; cultural and ethnic studies; study-abroad programs; foreign students on U.S. campuses; faculty exchange programs; community forums on foreign policy issues; and the provision of technical assistance to other countries.

However all-pervasive and sometimes ill-defined international education is, its advocacy is based on the need to enhance the international/intercultural understanding of Americans, to build a foundation for a well-informed citizenry and to enrich the lives of students and learners.

The efforts of community colleges in international education are noteworthy. Their educational programs have been cited in national publications, such as the recent Handbook of Exemplary Programs and one of its companion volumes, The World In The Curriculum, produced by the Council on Learning. A number of community colleges have received program development grants from the Department of Education and the National Endowment for the Humanities. Many have sponsored citizen forums on foreign policy issues in collaboration with the Foreign Policy Association and the Department of State. Some sponsor study-abroad programs. Of the entire undergraduate foreign student population in the United States, approximately 30% is enrolled in two-year colleges. Also, community colleges provide countless numbers of refugees with higher education opportunities.

The Role for the Association in International Education

The stated mission of the AACJC is to exert leadership, act as advocate and provide services in support of the community, junior, and technical colleges, as these colleges deliver accessible educational opportunities designed to address the needs of the individual organizations and communities forming their constituencies.

These very roles of leadership, advocacy, and provision of services have direct application to the field of international/intercultural education. Leadership is needed to provide direction as the populist dimension of international education assumes increasing urgency.

Advocacy is necessary because there is no other national organization which will represent community college concerns, needs, and problems as accurately and as vigorously as AACJC.

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*For ease, the term international education is used throughout most of this paper to denote intercultural as well as international education.

Services are needed to assist the majority of community colleges still uncommitted to international education. Withdrawal of AACJC's leadership, advocacy, and services in international/intercultural education would, at the least, dull the international dimension in community colleges and diminish opportunities for our students to become well informed. The "populist movement" in international education would likely suffer a setback as well, and the communication linkages with educators from other countries would be damaged also.

Thus, AACJC should continue its commitment to international education and improve its services to community colleges in the following ways. Recommendations 2-11 were formulated along the lines of the general goals which the AACJC Board of Directors approved at its August 1981 meeting.

Recommendations

1. Affirm that the goals of international/intercultural education are consonant with the Association's mission and goals by adopting an appropriate policy statement on international education. This is not a new recommendation and it is one which received national attention in 1978 in the report of an AACJC-sponsored colloquium on the community college in international education. Entitled Internationalizing Community Colleges, the report states:

> We recommend to the American Association of Community and Junior Colleges that: It (AACJC) should develop, through its leadership, a national mission statement and rationale on the role of community colleges in international and intercultural education.

2. Enhance international understanding of community colleges by developing a public information program and network. Embassies, international organizations and national organizations in the field of international education would be target audiences.

3. Advocate both federal and private support for the development of international/intercultural studies and foreign languages in community colleges. Grant programs of the Department of Education, National Endowment of the Humanities, the Funds for the Improvement of Postsecondary Education, and the Fulbright Exchange Programs should be given special attention to insure that their mandates, policies, and practices encompass the needs of community colleges.

4. Promote the integration of international/intercultural dimensions throughout the community college by developing services to provide direct assistance. Some specific services could include the development of: (a) a consultant/in-service training network; (b) a short-term faculty abroad program; (c) a how-to-do-it handbook of international/intercultural program modules; and, (d) a survey of the involvement of community colleges in international education and technical assistance programs.

5. Represent the interests of community colleges to other private national organizations in the field of international education such as the National Association for Foreign Student Affairs, the Council on International Educational Exchange, the Institute of International Education, etc., to encourage their programs and services be applicable, where possible, to the community college student population.

6. Develop and enhance the working relationships with counterpart organizations overseas to facilitate exchange of information and assist AACJC member colleges in their student and staff exchange activities.

7. Encourage and assist community colleges to focus on developing or improving programs and services to meet the needs of ethnic groups, refugees and immigrants, and foreign students, to the best of their abilities.

8. Survey the programs of foreign languages in occupational curricula to determine their effectiveness in meeting employer needs. Encourage greater attention be paid by individual colleges and national organizations to the importance of teaching students "functional second language fluency."

9. Continue to offer the following services: the sponsorship of public forums and professional development workshops; identification of consultants and resource people; the production of publications; assistance in arranging meetings with embassies and Washington-based organizations and informing AACJC members of pertinent events and resources in international/intercultural education.

10. Collaborate, where appropriate, with other organizations to pursue common objectives in the area of internatonal/intercultural education.

11. Promote membership in the AACJC International/Intercultural Consortium and continue to provide the I/IC secretarial services.

12. Develop strategies to continue support of the AACJC Office of International Services.

APPENDIX B

FLORIDA HOUSE OF REPRESENTATIVES ADOPTS A RESOLUTION RECOGNIZING AND SUPPORTING THE COMPONENTS OF INTERNATIONAL EDUCATION IN HIGHER EDUCATION IN THE STATE

The following resolution was drafted by the Florida Collegiate Consortium for International/Intercultural Education and was introduced into the Florida House of Representatives as House Resolution No. 960 by Charles A. Hall (D-Miami). The resolution was adopted by the House on March 16, 1982.

WHEREAS, the 96th Congress of the United States, in 1980, passed Concurrent Resolution 301 which called for increased emphasis on international studies and foreign language at all levels of American education, and

WHEREAS, the President's Commission on Foreign Language and International Studies, in 1979, concluded that "nothing less is at issue than the nation's security" if measures are not taken to increase the international understanding and competencies of United States citizens, and

WHEREAS, the State Board of Education, in 1979, adopted the Resolution to Support the Concept of Global Education, and

WHEREAS, in 1980, the Board of Regents endorsed the recommendations of the President's Commission on Foreign Language and International Studies to improve language study and multilingual/multicultural education in the state, in order to increase Florida's capabilities of attracting international commerce, and requested supplemental funding for 1980-81 to support interinstitutional consortia for international/intercultural education, and

WHEREAS, in 1980, the National Assembly on Foreign Language and International Studies concluded that a fully integrated international curriculum is required to "produce a well-informed and proficient citizenry" and that all Americans should work toward assimilating a global perspective and attaining proficiency in more than one language, and

WHEREAS, the Department of Education recently endorsed and supported the creation of the Florida Advisory Council for Global Education, and this advisory council developed a State Plan for Global Education in Florida, and

WHEREAS, the impact on our nation of recent world crises, such as the Cuban and Haitian refugees, the situations in Afghanistan and El Salvador and the holding of United States citizens as hostages, dictates the need for increased global knowledge and understanding, and

WHEREAS, the increasing interdependence of nations demands that citizens be educated for decision-making in a global society, and

WHEREAS, the formal study of foreign language in the United States has declined alarmingly in the past decade at a time when greater language capacity is required for national security and economic interests, and

WHEREAS, more than 500,000 persons who were not United States citizens resided in Florida in 1981, and

WHEREAS, there are 22 international ports of entry in Florida, and

WHEREAS, in 1980, goods valued at $10.34 billion were exported from Florida ports and goods valued at approximately $6 billion were imported through Florida ports, and

WHEREAS, in Florida, in 1981, there were 276 foreign-owned companies which employed more than 20,000 workers, and

WHEREAS, in 1980, direct foreign investments from 40 countries totaled over $1 billion in Florida, and

WHEREAS, there are five foreign trade zones in Florida, and

WHEREAS, in 1980, there were 24 Edge Act Banks and 23 foreign banks in Florida, and

WHEREAS, more than 40 nations maintain consulates in Florida, and

WHEREAS, in 1981, there were more than 2 million international visitors to Florida, and

WHEREAS, since the enrollment of international students provides United States students with exposure to other countries, cultures and perspectives, and the experiences of international students in the United States lead to the development of favorable attitudes toward the United States by the international students, many of whom are future leaders of their native countries, approximately 11,600 international students were enrolled in Florida community colleges and universities in 1980-81, and

WHEREAS, for the year 1980-81, the economic impact of the Florida economy of the recommended monthly maintenance for these 11,600 international students was approximately $63.8 million, excluding money for fees, tuition, books, insurance, travel, and dependents, and

WHEREAS, participation in a study-abroad or faculty exchange program offers the participant the opportunity to experience another country and culture, thus providing knowledge and insights into differing value systems and perspectives of the world, and

WHEREAS, the student who has studied abroad is frequently better prepared to enter the job market and is a more valued and skilled employee in an increasingly interdependent world.

NOW THEREFORE,

Be It Resolved by the House of Representatives of the State of Florida:

The House of Representatives of the State of Florida recognizes the importance of the components of international education programs in Florida community colleges and universities, including foreign studies, the promotion of global awareness, the infusion of international dimensions into on-campus curricula, the enrollment of international students, opportunities for students and faculty to study and work abroad, and community involvement.

BE IT FURTHER RESOLVED that the House of Representatives of the State of Florida supports efforts to further these components of international education in higher education in the State of Florida.

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JUNIOR COLLEGE RESOURCE REVIEW

Spring, 1983

INTERNATIONAL EDUCATION AND THE U.S. COMMUNITY COLLEGE: FROM OPTIONAL TO INTEGRAL

This *Resource Review* is concerned with international education at the U.S. community college. The "international" in international studies is not limited to "between nations"; it also includes transnational and transcultural education. The term "international education" is challenging to delineate; in this article we are referring generally to all programs, projects, studies, and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions, and behavior. In addition, international education should not only increase one's knowledge but also enhance one's wisdom and affinity with humanity. For our purposes, the term "community college" includes junior colleges and technical institutes.

By definition and desire, the community college initially was designed to serve its community and to be served by it, but the definition of "community" is changing. Increasingly, especially in the past five years, some community colleges have broadened the definition of "community" to include the world community. This additional perception of community was motivated in part by the following developments: (1) the local community was internationalized by the arrival of immigrants, the numbers of foreign tourists, and the establishment of multinational corporations; (2) more foreign students attended a community college; and (3) the college revised its curriculum to include more studies and activities with international dimensions.

The relationship between community college and international education calls to mind a Chinese proverb: When there is a horse and cart, there are actually a horse, a cart, and a horse-and-cart. This wise observation alerts us to the separate existence of a dynamic connection between evolving institutions and emerging transcultural human needs. This relationship is discussed in three sections in this *Review*: (1) Why international education has increasingly become an essential, integral part of the community college; (2) The progress of international education in the community college; and (3) The sources and resources readily available to help community colleges implement international education.

The community college is constantly changing and developing—more so than any other American educational institution. Our colleges were purposely created in response to new conditions and are expected to initiate and lead. International education is a good example of such progress. Until the 1970s, few of the approximately 1,200 two-year colleges extended their curricula to include events affecting people and places beyond their locality. More and more the world community is urging and requesting the community college to increase its international efforts. Until a few years ago, the U.S. community college was neither well known nor much respected abroad, but conditions have changed. Every week brings delegations of foreign government officials and educators to the two-year college campuses to learn more about training and educating workers in new kinds of nontraditional occupations, especially related to technology, and involving community participation in educational cooperation.

Our colleges are also responding to initiatives from other sources. At the 1978 annual conference of the American Association of Community and Junior Colleges (AACJC), the keynote speaker Ernest Boyer, U.S. Commissioner of Education, urged our colleges "to lead the way in rebuilding our commitment to international education. I am concerned that our community colleges can and must take the initiative on this crucial agenda." (Boyer, 1978). Similar messages were delivered at AACJC conventions by top U.S. government officials such as John Reinhardt, Director of the U.S. International Communication Agency, and Cyrus Vance, U.S. Secretary of State. In a 1979 report the President's Commission on Foreign Language and International Studies cited the unique contributions of two-year colleges:

> Our more than 1,000 community colleges—which constitute a widely dispersed network committed to accessibility and community education, and whose students reflect the social, economic, ethnic, and occupational diversity of American society—should have a central role in the Commission's charge to "recommend ways to extend the knowledge of our citizens to the broadest population base possible" (*Strength Through Wisdom*..., 1979, p. 116; Fersh, 1980, p. 34).

The question is no longer *whether* the community college should become involved in international education, but to what extent, in what ways, and for what purposes? We must recognize that we live in an increasingly global environment for the products and services we exchange, the energy and air upon which we depend, and the very survival and well-being of our world community. International education in the community college is no longer optional; it must become an integral part of what we are and are becoming.

Major Considerations Ahead

The community college, in determining what actions it should take, often uses a "needs assessment" survey. The following brief summaries can help alert us to some considerations which would influence our planning.

Foreign Student Enrollments. Foreign student enrollments in the U.S. colleges and universities have increased from 9,600 students in 1930 to the present figure of 325,000, with a likely number of almost one million in the 1990s. That larger number means that foreign students (2.6 percent of the student population in 1981) would account for about 10 percent of all students in U.S. colleges (Scully, 1981). The percentages for community colleges may be even greater because, proportionally, larger numbers of foreign students are choosing these institutions. In 1981, the number of foreigners enrolled in two-year associate-degree programs increased 34 percent. Currently, community colleges enroll 45,000 foreign students from a total of about 150,000 undergraduates and the same number of graduate foreign students. Economically, foreign students' contributions are substantial; for example, in 1981 the economic value of 367 foreign students to a single community college was $501,286, and to the community, $4,035,885 (Blankenship, 1981).

Many factors contribute to this growth in the community college enrollment of foreign students: lower tuition fees, less stringent admission requirements, wider geographical availability, smaller class size, and more individualized instruction and counseling. Also, because few community colleges have dormitories, foreign students usually live in the community, thereby advancing their use of English and their involvement in the American culture. Foreign student enrollment in community colleges is increasing since most foreign students have a good experience here and recommend us to others.

Foreign students are coming here for their own benefit. We, in turn, may benefit not only financially but also by enriching the educational environment for American students and faculty. There is perhaps no more effective and affective way for Americans to "live in the world" than to have the world represented, personally and purposefully, by large numbers of foreign students from a wide continuum of peoples and cultures. This stimulating addition will help to create and enhance the kinds of education which are becoming essential and welcome.

Foreign Tourists and Trade. A record number of foreigners visited the United States in 1981—23.1 million, up three percent from the previous year—exceeding for the first time the number of Americans traveling abroad. Collectively, the foreign visitors spent $11.7 billion and provided a $300 million foreign currency surplus within an overall U.S. record $40 billion balance of payments deficit. Tourism now ranks fourth as a U.S. "export." Foreign investments in the U.S. are also increasing. In 1981, according to the Commerce Department, foreign investors spent $19.2 billion to acquire U.S. businesses, a 57 percent rise from 1980. These investments bring multinational aspects to many communities and effect the community's educational needs.

Americans also need to know that one in six U.S. jobs is related to international trade and that one in three farm acres is harvested for export. Export of goods and services in the past ten years has risen from 6.6 percent of gross national product (GNP) to 12.9 percent. During the same period, imports of goods and services have grown from 5.9 percent of GNP to 12.1 percent.

Educators have a special responsibility to recognize what is happening and provide leadership. "The educational sector may or may not be the cause of technological change," says Sven Groennings, director of the Fund for the Improvement of Postsecondary Education (FIPSE), "but it is the great explainer, familiarizing people with things to come, making them acceptable, preparing students to master these changes, and thus preparing the nation for constructive engagement" (Groennings, 1982). In identifying four broad trends which confront us, Groennings describes the second as "The Internationalization of American Life":

> "We will face far greater competition in the world economy. To meet that competition, far more Americans will have to be engaged in export-related activities. As corollaries, there will be increasing international capital mobility and cooperation in production, enormous international migration of labor—involving millions of people and the issues of energy, mineral resources, environmental protection, population, and food resources, will become worldwide political issues. Increasingly events beyond our borders, whether political, military, or economic, have consequences for all of us."

Technical Assistance and Educational Exchanges Abroad. As with foreign students, tourists, and trade, the tempo of additional initiatives from abroad is increasing. Each day, large numbers of educators and government officials from countries worldwide are visiting our community colleges. These visitors are attracted and impressed with our know-what and know-how in technical/vocational education. Respect and admiration for the work of community colleges have come from many countries; for example, a delegation from the People's Republic of China, after a visit to U.S. colleges and universities, reported that it was most gratified by what it saw happening at one of our community colleges, which the Chinese referred to as "the people's college."

From our involvement in providing technical assistance abroad will also come faculty and curriculum development at home. This involvement will heighten our awareness of how limited we are as a people in understanding other cultures and in using languages other than English. It is estimated that only one in fifty native-born Americans is fluent in a second language. President Carter's Commission found our country "scandalously incompetent" in foreign languages; only 15 percent of American high school students studied a foreign language—down from 24 percent in 1965. At the elementary level, fewer than 1 percent of students receive any foreign language instruction. Eight percent of U.S. colleges, compared with 34 percent in 1966, now require foreign language for admission (Wellborn, 1981, p. 57).

Challenges and Responses

Encouraging responses have met the challenges from home and abroad. Leadership has evolved from the AACJC, from consortia of community colleges, and from separate colleges and individuals. Edmund J. Gleazer, Jr., president of the AACJC from 1958 to 1981 and a member of President Carter's Commission, persistently initiated and supported community college involvement in international programs and services. In 1978, Gleazer wrote: "If people in this nation are confronted with issues that transcend international boundaries and if education has responsibilities in qualifying them to deal with these issues, then the community colleges, beyond any other postsecondary institutions, require an international dimension." (p. 5).

Dale Parnell, the current AACJC president, has continued AACJC's commitment to international services. The AACJC Board of Directors at its April, 1982, meeting noted that "the interdependence of the peoples and nations of the world is an expanding dimension of twentieth-century life" and that "education for international/intercultural understanding has thus become imperative for Americans (Bannon and Bates, 1982, p.1). The Board went on to state, "The AACJC recognizes and accepts the responsibility to provide leadership in interpreting and supporting the role of two-year, community-based institutions in international education." (p.2). The Board suggested that community, junior and technical colleges establish clear institutional goals and policies that advocate international dimensions throughout the institutional program.

Consortia in International Education

Leadership from consortia of community colleges has come appropriately from a variety of sources and each consortia has tended to serve its constituency with a specifically different major objective. The largest membership (about 50 colleges) belongs to the International/Intercultural Consortium of the AACJC, begun in 1976; its monthly newsletter, open membership, and annual meetings serve as an overall network. In some other consortia, community colleges provide the leadership but upper-division colleges are also included; for example, the College Consortium for International Studies (CCIS), the Florida Collegiate Consortium for International/Intercultural Education (FCCIIE), (the New Jersey Collegiate Consortium for International/Intercultural Education (NJCCIIE), the Pacific Northwest International/Intercultural Education Consortium (PNIIEC), and the Postsecondary International Network (PIN).

Three other consortia restrict their membership to community colleges: the Southern California Consortium for International Education (SCCIE), the Texas Community College Consortium for International Education (TCCCIE), and the Community Colleges for International Development (CCID). The CCID, for example, limits itself to ten members and is especially concerned with providing technical assistance abroad. A useful publication is *Caribbean Conference: Mid-Level Manpower Technical/Vocational Training Projects* (Fersh and Humphrys, 1982). One additional consortium in which community colleges participate is the Consortium for International Cooperation in Higher Education (CICHE); its membership consists of five national associations of which one is the AACJC.

These consortia and others also provide additional services; almost all of them sponsor annual or regional conferences which are open to all interested persons. For information from each of these consortia, write to them at the addresses listed after the references in this *Review*.

Moving Ahead: Sources and Resources

The purposes of this *Review* so far have been to consider international education in the community college and to survey what has been happening. Fortunately, we are well beyond the "take-off stage" of our development, and the number of excellent sources and resources is increasing. Beyond those cited publications and organizations are many more sources (institutions and organizations) and resources (specific materials).

Two volumes are especially helpful in learning about the status and development of international education in community colleges. "A Survey of International/Intercultural Education in Two-Year Colleges—1976" is clearly dated but it is the most comprehensive study of what community colleges had achieved by the mid-1970s (Shannon, 1978). In contrast, a more recent publication, "Internationalizing the Community College" (Adams and Earwood, 1982) provides a comprehensive survey of the history and development of international education; also valuable is its definitive and carefully researched reference section.

"Advancing International Education" (King and Breuder, 1979) contains 12 essays and a reference section written by leaders in community college education. Topics include rationale, the college and community, internationalizing the curriculum, staff revitalization, responsibilities to foreign students, state boards and international education, and international linkages. Two volumes of *The Community College and International Education: A Report of Progress* (Fersh and Fitchen, 1981; Fersh and Greene, 1983) provide overall references to contemporary policies and programs in international education plus examples of instructional materials developed at selected community colleges.

The best way to become and to keep well informed is to be in contact with basic sources; some have mailing lists and many provide for membership. The following pages include reference to sources and resources that may provide guidance. We have not tried to report here on specific successes from individual colleges because the number is too great and the examples are too diverse. All of this is good news. The additional good news is that there is a spirit of sharing among community colleges; contact them directly to gain more detailed information about their international education developments.

Two preeminent basic sources are AACJC and ERIC Clearinghouse for Junior Colleges. From AACJC comes the *Community/Junior College Journal*, which provides encouragement and relevant articles in international involvement by community colleges. For example, the March, 1979, issue focused on international education and includes articles by many leaders in the field about international programs at U.S. community colleges and programs at community colleges abroad. AACJC-related activities (Fersh, 1979) and AACJC-sponsored conferences include "Internationalizing Community Colleges" (Yarrington, 1978) and "International Developments in Post-secondary Short-Cycle Education" (Fersh, 1979). Membership in the AACJC International/Intercultural Consortium (IIC) will help promote international education generally; also individual members benefit from the network services provided by the IIC's monthly newsletter and consultations. Contact James Mahoney, International Services, AACJC, One Dupont Circle, N.W., Washington, D.C. 20036.

The ERIC (Educational Resources Information Center) Clearinghouse for Junior Colleges (8118 Math-Sciences Building, University of California, Los Angeles, California 90024) provides access to papers on all aspects of two-year college education. Many of the publications cited in this *Review* are available from the Clearinghouse on paper or microfiche. We can increase the availability of documents in our field by sending our own publications to its Documents Coordinator who will consider them for inclusion in the ERIC database. In a dynamic field such as community colleges/international education, the services of the Clearinghouse are specially welcome because many useful publications are difficult to obtain since they are often specialized and produced for a limited distribution. Request its quarterly *Bulletin;* available free, which will keep you informed of Clearinghouse activities and publications.

Conclusion

Overall, there is a widening acceptance, an affirmation that international education in community colleges is less optional and peripheral, that it must be considered more essential and integral. At Brevard Community College, we are concerned not only with "internationalizing curriculum" but also "with curricularizing the international" so that transcultural dimensions are added to the general education of our students (King and Fersh, 1982). We recognize that it is difficult for the mind to "change its mind" after having been culturally conditioned, but this kind of liberating experience encourages and facilitates one's confidence and ability to shape as well as share, to create as well as adapt to changing conditions. As Friere (1982) said, "The more I have a global vision, the better I am at my specialty."

Community colleges are now at a crisis point with reference to our involvement in international education. The Chinese understand well the great potential of a crisis; they represent the condition by combining the symbols for "danger" and "opportunity." Of all American education institutions, the community colleges have demonstrated the most creativity and capacity in responding to rapidly changing local needs. The challenge now is to broaden and multiply our perspectives so that we can be responsive to the dynamic ways in which local and worldwide events are increasingly connected. "We can choose the world we live in," says Rene Dubos, "by thinking globally, but acting locally" (1982).

Our community colleges can, should, and must provide the leadership. This increased involvement of our colleges in the world can occur in at least three major ways (Fersh, 1981): (1) Through the international extension of the kinds of leadership and services which we have provided domestically — helping, among others, those in the world community who have not traditionally qualified for postsecondary education by sharing the kinds of educational know-how that we have pioneered at home. (2) By helping our citizens become better informed about the world we share, so that the United States can make commensurate contributions to the increased prosperity and stability of our global society. (3) By helping our students and ourselves become increasingly self-educating, culture-creating, and people-relating.

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The references above with ED (ERIC Document) numbers are available on microfiche (MF) or in paper copy (PC) from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. The MF price for documents up to 480 pages is $0.97. Prices for PC are: 1–25 pages, $2.15; 26–50, $3.90; 51–75, $5.65; 76–100, $7.40. For materials having more than 100 pages, add $1.75 for each 25-page increment (or fraction thereof). Postage will be added to all orders.

Addresses of Consortia

AACJC/IIC: Suite 410, One Dupont Circle, N.W., Washington, D.C. 20036
CCID: Brevard Community College, Cocoa Campus, 1519 Clearlake Road, Cocoa, FL 32922
CCIS: Suite 3318, 60 East 42nd Street, New York, NY 10017
CICHE: Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036
FCCIIE: Division of International Education, Broward Community College, 1000 Coconut Creek Boulevard, Pompano Beach, FL 33066
NJCCIIE: Center for International Studies, Bergen Community College, 400 Paramus Road, Paramus, NJ 07102
PIN: University of Minnesota Technical College, Crookston, MN 56716
PNIIEC: 1707 Broadway, Seattle, WA 98122
SCCIE: International Education Program, Los Angeles Community Colleges, 617 West 7th Street, Los Angeles, CA 90017
TCCCIE: Central Texas College, Killeen, TX 76542

I. Additional Basic Sources

Council for International Exchange of Scholars (CIES, 11 Dupont Circle, N.W., Washington, D.C. 20036). The Council cooperates with the U.S. Information Agency in administering the Fulbright-Hayes Program involving over 100 countries.

Council for Intercultural Studies and Programs, Inc. (CISP, 60 East 42nd Street, New York, NY 10017). CISP is a cooperative, nonprofit association of about 500 colleges and universities organized to encourage intercultural learning as an integral part of higher education.

Council on International Educational Exchanges (CIEE, 777 United Nations Plaza, New York, NY 10017). The Council is a private nonprofit organization that assists in planning and operating educational exchange programs sponsored by more than 200 members of U.S. educational institutions.

Global Perspectives in Education, Inc. (218 18th Street, New York, NY 10003). Its newsletter is one of the best resources for learning about conferences, publications and developments in global education.

Institute of International Education (IIE, 809 United Nations Plaza, New York, NY 10017). The Institute is a private, nonprofit organization which administers exchange programs, mainly at the undergraduate and graduate levels.

National Association for Foreign Student Affairs (NAFSA, 1860 19th Street, N.W., Washington, D.C. 20009). The Association is a nonprofit, educational organization with more than 3,500 members.

National Council on Foreign Language and International Studies (17th Floor, 605 Third Avenue, New York, NY 10158). The Council, founded in 1980 upon the recommendation of *President Carter's Commission*, builds on and advances the recommendations of the *Commission*.

Society for Intercultural Education, Training, and Research (SIETAR, 1414 22nd Street, Washington, D.C. 20037). SIETAR is an international organization of individuals concerned with improving international education through conferences, seminars, and publications.

United States Department of Education (International Education Program, Office of Postsecondary Education, Washington, D.C. 20202). Obtain its annual publication.

U.S. Information Agency USIA, 1776 Pennsylvania Avenue, N.W., Washington, D.C. 20547. This agency provides some domestic grants for international education in addition to its overseas programs, also issues a valuable document: *Directory of Resources for Cultural and Educational Exchanges and International Communication.*

II. Selected Resources

Background notes, prepared by the Bureau of Public Affairs of the U.S. State Department (U.S. Government Printing Office, Washington, D.C. 20402).

Culturgrams and other creative and reliable transcultural publications can be ordered from the Center for International and Area Studies of Brigham Young University (130 FOB, BYU, Provo, UT 84602).

"Educating for the World View," *Change Magazine*, Volume 12, Number 4, May-June, 1980. Special issue which includes articles by leaders in U.S. higher education. See also two other Change Magazine Press (New-Rochelle, New York) publications: "*The World in the Curriculum: Curricular Strategies for the 21st Century*" by Humphrey Tonkin and Jane Edwards (1981) and "*Education for a Global Century: Handbook of Exemplary International Programs*," by Robert Black, 1981.

Freshmen and Sophomores Abroad: Community Colleges and Overseas Academic Programs by Gerhard Hess. New York: Teachers College Press, 1982. Describes how the idea of sending abroad students from community colleges originated and how such programs are being implemented.

A Guide to the International Education Program prepared by Donald Culton (International Education Program, Los Angeles Community Colleges, 617 West 7th Street, Los Angeles, CA 90017). A 22-page manual which outlines the purposes, history, and procedures especially related to travel programs sponsored by the Los Angeles Community College District.

Maxwell King, president of Brevard Community College, and **Seymour Fersh**, coordinator of curriculum development at Brevard Community College, Cocoa Campus, Cocoa, Florida.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

Arthur M. Cohen, *Principal Investigator and Director*

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How shall we relate to our global neighbors, and for what purpose?

General Education Through International/Intercultural Dimensions

Maxwell C. King
Seymour H. Fersh

Most of us have learned from experience the wisdom of the well-known Chinese proverb that "a journey of 10,000 miles starts with a first step." But even more important than taking the first step is having a clear sense of purpose as to where you prefer to go and why. A less well-known Hebrew proverb alerts us that "if you don't know where you want to go, all roads will take you."

This presentation has two major parts: First, we will share the thoughts that have influenced our actions at Brevard Community College, and, secondly, we will give examples of what we have been doing along with recommendations. At Brevard, we did not start with a master plan. Almost all that has happened (and is happening) evolved from what the Japanese call "a strategic accommodation – an incremental adjustment to unfolding events. . . in a continuous dialogue, what in hindsight may be called 'strategy' evolves" (Pascale, 1982, pp. 115-116). Our purpose has been to understand the nature of our contemporary world and to discover what kinds of education are likely to enhance life.

B. L. Johnson, (Ed.) *New Directions for Community Colleges: General Education in Two Year Colleges*, no. 40.
San Francisco: Jossey-Bass, December 1982

What in the World Is Happening to Us? — Implications for General Education

We believe that, to live effectively and affectively in our rapidly evolving global society, individuals need additional kinds of knowledge and creative ways of becoming more self-educating. Previously, little conscious thought was given to what should be included in general education; everyone knew that it was merely a matter of "common sense" — each newborn was inducted into an existing, relatively unchanging society. What needed to be known was already known. The process of education was really one of training — the learner was encouraged and enjoined to follow the ways of the elders: priests, parents, professors, and patriarchs. This system works very well as long as two conditions exist: that there are few modifications in the society (in ideas and livelihood) and that a person remains in the same place.

Now and increasingly, the opposite conditions are true — few, if any, places are escaping rapid changes, and fewer people die in the same location where they were born. (Even if they stay in that place, the place itself is not the same.) These new conditions create human needs, one of which is that we must develop better foresight into the change to come as well as maintain our capacity to adapt and adjust to new situations.

These changes are, or course, related to others. Consider, for example, two developments that directly relate to general/international education and the community colleges: the rapid and dramatic increase in the United States in the number of foreign students and in the number of tourists. Foreign students' enrollment in the United States has increased from 9,600 students in 1930 to about 300,000 presently, and it is likely to be almost one million by 1990. If so, then foreign students may account for about 10 percent of all students in American colleges, compared with 2.7 percent in 1981 (Scully, 1981). The percentages for community colleges may be even greater because proportionately larger numbers of foreign students have been choosing our institutions. The present total is about 50,000.

Regarding our foreign tourists, the increases are even more dramatic. Such visitors were relatively rare until the mid-1970s; in 1982, the total number exceeded 23 million, and they spent $11.7 billion. For the first time, the number of incoming visitors is greater than the number of Americans going abroad. Tourism now ranks fourth as an American "export," that is, it provided a $300 million foreign currency surplus within an overall record of $40 billion balance of deficit payments in 1981. As part of our general education, Americans need to know that one in six of our jobs is related to international trade and that one of each three farm acres produces for export.

What Is Happening to the World? — Further Implications for General Education

Until recently, what humans believed about themselves was largely a matter of personal choice. "Know thyself" has been urged upon us for over two thousand years, mainly on a take-it-or-leave-it basis. In other words, individuals who lived "reflective lives" presumably gained; those who did not were losers, but their loss did not threaten others. But times have changed. In this century, the human observations from the moon have helped confirm in a visual way what technology and ecology have been establishing in reality: that the human species now lives in the equivalent of a global village in terms of survival and fulfillment. Ethnocentric attitudes, appropriate, perhaps, in a tradition-directed society, provide too narrow and limiting a perspective in a global society.

Moreover, anyone whose life is restricted to knowledge only of his or her country does not share in the legacy of humankind. For Americans, the loss through lack of knowledge may be more than personal; it may be a loss for people in all parts of the world, since we are involving ourselves, through our government and commerce, in the affairs of others.

American achievements and ideals have enriched the world. We have done much of which to be proud. So have others. But our wisdom and actions must now include an awareness of how we affect others and are affected in turn. A better understanding and recognition of the interrelatedness of the human family and ecology are now essential.

What is urgently called for is an "adstructuring" of our perspectives — *ad* rather than *re*. We can benefit from the Hindu way of thinking that allows one to add perspectives without substituting them for earlier ones. And this adstructuring need not be an "agonizing reappraisal" but a joyful one. We can be elated because our world is so rich in talents and materials.

To add to our perspectives is not as difficult as it may seem at first. The ways in which we view the world, other people, and ourselves are, after all, the result of training and education, formal and informal. Humans are not born with perceptions; we learn them.

The Special Responsibility of Community Colleges

Within a global society, Americans must provide leadership and examples of good neighborly behavior. And within the United States, no institutions have a greater responsibility and opportunity to provide these services than do our community colleges.

These institutions are constantly innovating and developing. For example, until the 1970s, few of our more than 1,200 institutions gave much attention to curriculum matters or technical assistance that affected people and places beyond the local community. Increasingly, in the past decade, some community colleges have begun to broaden the definition of "community" to include the world community. This added perception was motivated in many ways — sometimes when foreign companies moved into the community or local businesses began overseas sales; sometimes when foreign students enrolled in the colleges; and sometimes when local educators modified the curriculum to include studies of an international dimension.

Our institutions also responded to leadership from other sources. In 1978, at the annual conference of the American Association of Community and Junior Colleges, the United States Commissioner of Education Ernest Boyer called upon our colleges to lead the way in rebuilding our commitment to international education, one that gives us a clear vision of the unity of our world. He concluded that he is convinced that our community colleges can and must take the initiative on this crucial agenda.

The Example of Brevard Community College

At Brevard Community College (BCC), leadership comes from both the ability to lead as well as to follow the administration and the faculty. For example, the coauthors of this chapter represent two major aspects of this institutional relationship: The president establishes the official commitment to the philosophy and implementation of particular institutional objectives; the coordinator of curriculum development works on the student/faculty/community level to enhance those programs that come into being and to help initiate others. There is also continuous participation in decision making at all levels; for example, the provosts at our three campuses are directly involved (as are division chairpersons) in selecting faculty for overseas assignments and for domestic enrichment opportunities.

The president sets the general course upon which the college is embarked. In the college's most significant document, its catalogue, the brief "President's Message" welcomes the students with these words: "Brevard Community College is your place to begin. . . to learn from and contribute to our growing, progressive institution, our community, and to our world" (p. 5). A few pages later, the following statement appears:

> It is the policy of Brevard Community College to encourage and support the development of the many aspects of international/intercultural education. These would include (1) a struc-

> tured process for the involvement of the community and the college; (2) study-abroad programs; (3) the internationalizing of the curriculum; (4) proper and effective programming of international students on campus; (5) programs of an international/intercultural nature for the community; (6) student, faculty, and staff exchange programs; (7) consultant and support services with foreign institutions; and (8) staff and program development activities [p. 9].

Having declared these international/intercultural purposes and intentions, the administration follows through with appropriate kinds of actions. For example, the president conveys the benefits of transcultural education by using existing opportunities (such as having a foreign educator as the graduation speaker) and creating new opportunities (such as a twice-a-year community dinner, when community as well as college members are invited to meet with foreign students). In addition, Brevard has helped create and belongs to consortia such as the International/Intercultural Consortium of the American Association of Community and Junior Colleges, the Florida Collegiate Consortium for International/Intercultural Education, and the College Consortium for International Studies.

Of special relevance is our membership in the Community Colleges for International Development (CCID); since its beginning in 1976, Brevard has provided its chairman of the board of directors and its executive director. The CCID provides a great variety of ways to encourage faculty development: It sponsors an annual conference that is attended by community college teachers and administrators from all over the United States; it provides overseas faculty exchanges with countries such as the Republic of China; it cosponsors conferences with international agencies such as the Organization of American States; it works with governments such as Surinam to strengthen development projects; and it directs its own summer program at the University of Konstanz in West Germany.

The Brevard administration also supports the college's general education goals by providing staff time and funds so that Brevard can apply and qualify for grants like those available from the federal government. For example, Brevard received a two-year grant in 1978 from the Undergraduate International Studies Program, which provides funds for the development of international dimensions in the general education curriculum. Likewise, it has received a grant for the past four years from the Foreign Curriculum Consultant Program, under which consultants have come from Brazil, Guatemala, Egypt, and the Gambia.

An additional way of strengthening faculty capability is through selective hiring. For example, a new instructor in our English department is from India; he teaches some of the regular courses and has initiated new courses (such as Hindi and Indian studies) as well as being an overall transnational consultant.

The administration also encourages and facilitates intercultural/international encounters and exchanges. For example, Brevard is often visited by foreign educators. In April of 1982, five college presidents from India were on campus for almost a week. In 1981, Brevard provided on campus a six-week management institute for seventeen administrators of technical schools in Surinam. Visits from international delegations are frequent; other countries represented have included Egypt, Jordan, Czechoslovakia, Zambia, Korea, Mauritius, United Kingdom, Australia, Canada, and Fiji. When these visits occur, opportunities are provided for our students and faculty to learn from the visitors as well as to provide educational services to them. These educators, among others, will soon benefit from the opening on campus of the International Foundation House, which will provide four guest rooms and a conference/reception room. The estimated cost of $50,000 for construction was raised by the BCC foundation through donations of cash, building materials, and construction skills.

Foreign student enrollment at Brevard is welcome and has occurred in relatively large numbers. In 1982, the total was about 350 students representing about forty countries and twenty languages. Over a third of the total is enrolled in engineering and about a fifth in business and commerce; and their primary source of funding is about evenly divided between their home governments and personal or family sources. This enrollment results not from active overseas recruitment, but, rather, because Brevard offers appropriate curricula, personalized counseling, and an overall environment (including its natural beauty) that is attractive and supportive. Innovative courses are especially designed to enroll local and foreign students in the same classes so that cultural encounters and shared experiences occur.

The foreign students are a valuable human resource for the college and community. From the office of the international division, appropriate arrangements are made to have these students help with such transnational needs as translating, tutoring in languages, travel suggestions, and general information. They also give talks and meet with community groups and with students in Brevard county schools as well as at the college.

In contrast to those policies and actions best initiated and implemented by the administration, there are other international/intercultural dimensions at Brevard initiated by the faculty. The most successful example is our Study Abroad Programs for students. These programs were first offered in the early 1970s by individual teachers who usually took groups of eight to ten students. The program began to expand rapidly in 1977 when 95 students went abroad; the major reason for the expansion was that one faculty member had gone abroad as a student in 1976 and was so stimulated by the experience that he has been organizing Brevard's programs ever since. He is the vitalizing force in a program that sends more than 300 students overseas annually; last year, students participated in five courses in Europe and two in Asia, and these also involved about twenty Brevard teachers and administrators.

Another good example of faculty involvement is represented by the teaching modules that were written as part of a federal grant for internationalizing the curriculum. A selection of these instructional units appears in the publication *The Community College and International Education: A Report of Progress* (Fersh and Fitchen, 1981). This 334-page publication consists of two parts: a collection of articles related to policies and programs in community colleges plus modules that were developed at selected institutions, including Brevard.

Leadership and responsibility for implementing the federal grant for the undergraduate international studies program came from our international studies division. It administers four major program areas: international studies, foreign languages, English for speakers of other languages, and counseling of foreign students.

The international division also initiates new courses that are especially designed to encourage and facilitate transcultural education among local foreign students. For example, in 1982 a course titled "Introduction to International/Intercultural Studies" attracted about eighty students, about a fourth of whom were from other countries; many of the other students were those who had been in the study abroad program.

This division has also increased the overall involvement of faculty and administration by creating, distributing, and administering its "International Education Questionnaire." Respondents were able to indicate their interests and capability for activities including the following: participating in workshops, conferences, and institutes; hosting international students and visiting educators; teaching, studying, and/or leading study groups abroad; and writing, reviewing, and/or presenting instructional or research materials. While the division does not centralize international/intercultural dimensions at Brevard, it does make special and significant contributions to overall developments.

Observations and Recommendations

From reading what has occurred at Brevard, one can deduce certain kinds of observations and recommendations: First, it is imperative that American educators (along with others) understand and appreciate the critical relationship of transcultural education and general education. We owe it to ourselves and to our global neighbors to become (in the words of the Dalai Lama of Tibet) "wise selfish"—that is, to realize that it is in our own interests to have consideration for others and to celebrate our membership in the human community.

General education of the kind we have been exploring is best advanced without a "strategic master plan." What we are doing at Brevard cannot serve as a prescription for others, but it can stimulate and encourage. Our experience is that one must have a will for there to be a way and that, complementarily, where there are ways, there are wills. When purposes and motivations change, problems can become opportunities—for example, an American "problem" has been the failure to appreciate properly the enrichment and stimulation that our ethnic differences have contributed to the mosaic of our culture.

Faculty development is, of course, directly related to curriculum development. Some would say that the faculty *is* the curriculum. In our approach to general education, the faculty is especially crucial because we have not chosen to achieve our purposes by requiring specific content-centered courses. Rather, we are affecting the curriculum (especially in the non-social studies courses) by increasing the number of faculty members with meaningful transcultural study and experiences. We do not require that faculty leaders of student study programs abroad be experts in the areas to be visited; we do require that they be well aware of our educational purposes for such programs.

General education generally has been considered to include all of those things that a person needs to know. Each culture has insisted that its own code of behavior was not only appropriate locally but also to be equated with "natural"; by inference, other cultures behaved unnaturally. General education increasingly will have to include an awareness that one's behavior is personal rather than universal and that the process of learning is more essential than mastery of content.

General education must be more concerned with the affective as well as the cognitive. Content-centered learning has relied heavily on accuracy and literalness at the expense of style and persuasive power; it increases "knowledge" of many things but not often at the feeling level, the level that excites one and makes one *care.* Learning should not, of course, exclude cognitive understanding, but it can and should communicate on levels other than the strictly intellectual.

When Confucius was asked what was the first thing he would do if he became the head of state, he said: "I would call things by their right names." What we have been calling "education" has been mainly "training" — learning what is already known. It makes sense to say that one received his or her training at such-and-such a place, but what are we implying when we say that the person *received* an education?

We will increasingly need (and should be glad) to become our own teachers in a world where educated selves can continue the process of self-educating. No content can serve this purpose better than cultural encounters. The discovery of "self" is also the discovery of "other"; without the combination, training is possible but not self-educating. We will need to develop the capacity to learn *from* the world as well as *about* it. The contribution that learning about other peoples and cultures can make will be revealed not only by our increased knowledge and awareness of them, but also by our complementary insights into ourselves and all humankind. We will not only know but we will also perceive, feel, appreciate, and realize. Through involvement and purposeful study, we can be helped to develop desirable qualities of empathy, self-development, humility, respect, gratitude, honor, puzzlement, and an overall sense of what it is to be human.

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FRESHMEN AND SOPHOMORES ABROAD

Community Colleges and Overseas Academic Programs

GERHARD HESS

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2. Community Colleges and Overseas Academic Programs

The previous chapter illustrated the prominence of an international component in the creation of institutions of higher learning. The roles of the wandering scholar and itinerant student were shown to be important throughout the history of education. The focus of the book will shift now to a discussion of the rationale for the involvement in international programs of one of the youngest institutions in higher education.

The concept of introducing a sizable international dimension into the community college was an almost radical idea when it was tried for the first time. Most previous attempts had failed in the planning stages, largely because of a number of erroneous assumptions and misconceptions. A discussion of these misconceptions will reveal their spurious basis and will lead to the reasons for introducing international programs into community colleges. The chapter will provide a number of arguments in favor of the question.

ARGUMENT 1

One widely held assumption states that students should have at least two years of college training, or perhaps a two-year waiting period, prior to studying abroad. It is argued that students can benefit from overseas academic programs only after they have been in college for at least two years and, therefore, that overseas academic programs should be reserved for undergraduate juniors or seniors and graduate students. It is thought that their institutions are better equipped to introduce these students to overseas academic experiences during their first two years on campus. Only after this introductory experience, the argument goes, is the student supposed to have reached the proper degree of maturity and academic training.

While it is difficult to understand today why a student could not benefit from exposure to a foreign culture unless he had spent two years in an institution of higher learning, one can see, perhaps, that when the Junior Year Abroad program was started[1] mass education of American youth had not yet become a reality. At that time America was still educating the "elite," and the idea that a semester or a year abroad would contribute to the well-rounded education of a young person was fashionable. Furthermore, the argument continued, the junior year might be the best possible point in a student's intellectual maturity to ship him overseas for the added cultural exposure. At this time the student was thought not to be set in his ways and, therefore, receptive enough to benefit from whatever Europe had to offer. Furthermore, the junior year perhaps best fit into the curriculum structure of a four-year college, in that the third year seemed to be the most logical time during the four-year program for a student to be away from his campus.

These arguments were developed with some justification for a particular student population. Yet, as American education gradually changed from education of the elite to mass higher education, the arguments for the Junior Year Abroad program became redundant. The third year was the best possible time for students to study overseas because this is the way it had always been.

In an age of instant communication and jet travel, two years of college education are no longer essential to introduce a student to another culture or a different educational system. Public sophistication is on the rise, and television has undertaken serious educational efforts such as the "Open University" in England, the "Sunrise Semester" in the United States, and the "Television University" in Japan. Young people are exposed to other cultures by the various media to a far greater degree than were college students prior to World War II. In addition, many more students entering college today have already traveled abroad.

Thus, the idea that a student must spend his freshman and sophomore year on an American campus before going overseas simply is no longer valid. Furthermore, early exposure to a foreign culture or a different educational system can be an advantage in college. It has been shown that early travel to other countries and exposure to foreign cultures is of substantial benefit to students. Students who have been abroad for a semester prior to their junior year frequently become seriously interested in a geographical area, country, religion, or philosophy and pursue their interest upon their return to this country. Had they traveled abroad only as juniors, perhaps not enough time would have been left in their four-year academic programs for them to undertake seriously the study of their new interest.

Thus, if one accepts the argument that the junior year abroad concept was narrow from the start and was developed for a time when the students were different and when instant communication and jet travel had not yet become a way of life, one has to conclude that freshmen and sophomores cannot be excluded any longer from the vital educational experience of introduction to other cultures and other educational systems.

ARGUMENT 2

A second question is raised by the well-known two-year discrepancy between European and American high-school graduates. Most European universities do not allow American students to enter directly out of high school. They require American students to complete about two years of college studies in the United States prior to acceptance into their first-year programs. The reason for this policy is simple. European high-school graduates have stayed in school one to two years longer than their American counterparts, and they have usually covered more subjects in greater depth. Therefore, they can begin their university studies in a single subject and do not have to spend the first two years in a "studium generale."

By the same token, graduates of most European high schools, upon entering an American college or university, will receive anywhere from one to two years of college credit, owing to their advanced secondary training. The German student with the "Abitur," the French student with the "Baccalaureat" or the British student with his "A levels" is better prepared to start his university studies than the American student fresh out of high school. These comparisons hold equally well for students from Russia, Japan, or most other industrialized countries.

If it is impossible, the argument goes, for the American freshman or sophomore to be channeled directly into a European university, why not provide him with two years of college studies in this country before sending him abroad during his third year? Perhaps the junior year abroad was correct after all!

However, if a student should not be sent abroad unless qualified to enter a specific educational institution, the argument is no longer whether the student is prepared to experience a foreign culture or benefit from being exposed to a foreign environment but whether or not he is qualified to enter a specific foreign university. The emphasis is thus shifted from the benefits the American student might receive through an experience abroad to the academic characteristics of the foreign institutions. From a technical point of view, it is indeed virtually impossible to channel community-college students directly into European universities. The solution to this problem is twofold: (1) establishing of overseas academic programs geared specifically to the American freshman or sophomore; and (2) bypassing the institutions traditionally involved in Junior Year Abroad programs and searching out others on the academic level of community colleges. This dual solution allows for flexibility and creativity the students can utilize. The selection process for colleges overseas that can administer academic programs may lead to the development of new and exciting programs. Innovative programs, such as community-based or work-study projects, may also be created.

The community-college movement is a recent, vibrant, innovative, and dynamic educational subsystem, and it follows that this dynamism and innovation should be applied to the development of overseas programs for community college students.

In conclusion, it can be noted that the community-college movement in this country has been paralleled in various ways in other countries. The community-college movement in the United States led directly to the development of similar institutions in some countries, while other countries have developed similar institutions on their own.

If freshmen and sophomores are to participate in meaningful academic programs abroad, then educational institutions that are able to administer these programs should be located and utilized. It cannot be left to the foreign institution to accept or reject American college students. Innovative and dynamic educators in this country can help develop new programs or single out new institutions overseas that can provide viable academic programs for American freshmen and sophomores.

ARGUMENT 3

The supposed necessity to speak another language is another argument by which American lower-division students have been excluded from overseas study. There are several ways to assess this situation: First, while it is correct that most community-college students do not have the facility to converse in a foreign language or the ability to follow a lecture in a foreign institution in a language not their own, it is equally true that most American juniors also lack the ability to follow university lectures in a foreign language. Many Junior Year Abroad programs today are being taught in English.

It is fervently hoped that all American students overseas, whether they be freshmen, sophomores, juniors or seniors, study the language of their host country while abroad. However, fluency in a foreign language should not be the determining factor for the participation of a student in an overseas academic program.

Second, it is frequently not a matter of speaking the foreign language per se. There are some excellent overseas academic programs in small countries where it simply does not pay for a student to engage in any extensive study of the language before going abroad. For example, one can cite the case of Denmark. There are only about four million persons today who speak Danish (less than one-third the population of Tokyo), and the majority of Danes are able to converse in English. Yet there are excellent overseas academic programs for American students in that country. Unless a student intends to specialize in the Danish language or wants to work and live in that country after graduation, it would be difficult to justify an intensive study of Danish prior to spending a semester in that country. The excellent study program being conducted in English by Danish instructors at the University of Copenhagen through the study division of the Danmarks Internationale Studenterkomite (DIS) provides a perfect solution. While the student is encouraged to take a course in Danish while living in Denmark, he is introduced to a foreign culture and, at the same time, participates in a first-rate academic program, with the courses taught in English.

Third, there are obviously foreign countries where English is the spoken language (Australia, England, Ireland). Therefore, it is indeed possible to provide American college students with overseas academic programs in several foreign cultures where the absence of foreign-language facility does not constitute a problem.

Fourth, experience has shown that some students have started to study a foreign language after their return from a short-term introductory program abroad. Rather than waiting until a student has mastered a foreign language, a program overseas introduces the student to another language, thereby demonstrating to him the fact that a second language can provide him with an added perspective. Thus, he may want to start serious language studies after his return. To delay sending students overseas until they speak a foreign language would deny a vast segment of the American college-age population a meaningful academic experience in another country. American students in general are extremely reluctant to study a foreign language.[2] Therefore, any means by which American students will be introduced to that process and encouraged to pursue it can only benefit them at a time when economic interdependency requires greater facility with foreign languages in any industrialized country.

Fifth, many American youngsters are going abroad on visits, travels, or even for extended periods, living in a foreign culture without making any attempt to familiarize themselves with the language, much less engaging in a serious effort to study the language while abroad. A solid overseas academic experience can introduce the American freshman or sophomore to a foreign language through the imposition of a formal, structured educational program. The choice of studying or not studying the language may no longer be the student's. Many a college student has found that his academic experience in a foreign country is vastly enriched through the added requirement of participation in a formal language program while overseas. As stated above, most American study programs overseas now require students to take at least one course in the local language.

ARGUMENT 4

Another debate, essentially philosophical in nature, revolves around the idea that community colleges are predominantly designed as institutions to serve the immediate community.

"The community college is rooted in the soil of the community it serves. It draws its strength from that community. It gives to that community the learning that man has accumulated, the arts and sciences that are our greatest weapons in the perpetual war against poverty of the mind and the body. The community sustains the college and the college enriches the community."[3] Many community-college catalogs start out with words similar to this statement that proclaim, in effect, the commitment the college has to the immediate community. Since it is the county that pays part of the operating expenses of the institutions, it is felt strongly that the immediate community should be the chief beneficiary of the colleges. "To the college come the youth of the community, the intellectually gifted and those who find learning difficult: those who wish to study to prepare for careers in business, industry and health services."[4] The rationale and the administrative potential of overseas academic programs at the community-college level thus is put into question. While it is true that these institutions are planned to enrich and assist the local community, a closer appraisal of this statement is necessary.

It is difficult to understand why the statements cited above should automatically imply any emphasis on regionalism and the immediate area to the exclusion of internationalism and a concern for global awareness. With the world becoming increasingly interdependent, no college can fulfill its function of educating today's student without a sizable international dimension. An international commitment has to be part of the mission to educate young people for the twenty-first century.[5]

If exposure to a different culture is beneficial to third-year college students participating in overseas academic programs, such exposure should be just as beneficial, or perhaps more so, to freshmen and sophomores. Community colleges, closely linked to the immediate community, need the experiences and modus operandi of a structured international dimension. Only then can they fulfill their function of educating the citizens of the state. A commitment to international exposure through structured and comprehensive academic programs overseas must be part of that dimension.

ARGUMENT 5

In addition to the function of educating their students for the century ahead, it seems reasonable to expect that colleges would also wish to enhance their own position. Another reason community colleges would want to introduce international programs would be to portray themselves as striving for enhanced academic prestige.

The creation, rapid development, and mushrooming of community colleges in the United States has resulted in a number of problems not originally anticipated. One is the purpose for which these institutions were set up in the first place. "Every major explosion of numbers in the history of higher education has brought forth new institutions described and describing themselves as mass academies. Some of these perished; others were in time converted to institutions of high status."[6] It was, and still is, exactly the striving for higher status that has frequently put pressure on community colleges and caused them to emulate the more advanced colleges in mounting international programs.

Within the framework of community colleges a tremendous variety of institutions has developed with a vast diversity in emphasis, content, quality, orientation, and commitment. "This diversity of program and purpose is one of the most valuable assets of the community junior college; at the same time it increases the difficulty of fitting the institution neatly into the earlier pattern of higher education."[7] Yet, "in spite of the problems, stress and strain, and the diversity (or perhaps because of the latter) it can be stated that the community junior college has successfully traversed the trials of infancy and adolescence."[8]

Amid all these aspirations, the idea of international training and overseas educational programming was formed and developed on the community-college level. It is only natural that these colleges, like all new institutions in higher education, would try to upgrade their own standing and attempt to secure the position they occupy within that spectrum. Moreover, they may want to achieve a status reserved for institutions either more advanced, with a greater tradition and history, or already accepted by the community at large. A solid commitment to internationalism is one of the avenues open to these new colleges in their attempt to emulate older and more advanced institutions.

However, the international dimension and strong commitment to international education should be more than an emulation of other institutions. The kind of education any institution provides can be significantly enhanced through the adoption of an international component. The incorporation of such an international commitment on the part of established institutions has never resulted in a lowering of academic standards—on the contrary. The introduction of international dimensions into a community-college setting, therefore, becomes not a matter of prestige or prestige only but a matter of standards—in short, a serious humanistic endeavor. No community college can afford to be without an international commitment if it seriously wants to fulfill its function and be part of the spectrum of institutions of higher learning in today's world.

ARGUMENT 6

Community colleges, as institutions of higher learning, have a responsibility constantly to upgrade the curriculum they offer to their students. Faculty members are necessarily involved in curriculum change. But, "the pressure of non-university faculty to acquire recognition through university status is a basic part of the story of higher education today."[9] Through international education, faculty members in community colleges can be provided with a means to gain the recognition they desire. In all modern societies, international recognition is a higher mark of status than national recognition, and the dedicated involvement of faculty members in overseas academic programs usually leads to a more serious involvement in other global activities. These activities in turn expand the thinking of faculty members beyond the provincial concerns of their own college and community. The excitement of travel and the discovery of foreign cultures, as well as new contacts with colleagues in overseas institutions, provides for added prestige and enhanced social recognition for faculty members.

International education can enrich the faculty in a second way. Every subject taught is a compilation of material from different sources. Contemporary geology, for example, is enriched and supported by historical geology and, at the same time, by advances made in chemistry. Constant interchange among faculty members in different countries enriches not only the faculty but, through them, their institutions. American community colleges may receive support and cooperation from their sister institutions overseas in the development of new and innovative programs. Academic curricula vary from country to country. For example, journalism is not an academic subject in Israel, and criminal justice is not taught in universities in England. On the other hand, dental technologists from the United States could benefit from visits to countries where dental technology has long been taught as an academic subject; they would witness advances in the field that could then be used to improve their colleges' own programs in dental technology. Thus, overseas academic programs will benefit not only community-college students but also the faculty and the institutions themselves.

ARGUMENT 7

Just as faculty members in community colleges may strive for higher status, so do students. It is pointed out that, frequently, students in community colleges "seriously question the justice of being assigned to an inferior station."[10] Thus, demands for academic programs in community colleges increase, including the desire for international involvement.

International programs can provide an excellent mechanism to counteract the extremely high attrition rate in United States colleges during the first two years. Although it is difficult to send freshmen overseas in their first semester, the prospect of participation in a second- or third-semester program abroad may motivate them to stay in school.

However, a much more important argument can be advanced here. For many community-college students, the two-year program will be their only exposure to higher education. It would be grievous, indeed, to deny them their only opportunity to participate in an academically sound and culturally rewarding program overseas. To reserve such a privilege for four-year college students is to deny two-year students the right of equal access to an important aspect of higher education. In addition, since adults in many communities are increasingly turning to the local college as the center of their own learning activities, a sizable international dimension in the college will constitute a valuable enrichment for them. It is a chain reaction: Enrollment in overseas programs by children and younger siblings of adult students and alumni will increase the interest of the entire community in the activities of the community college. The excitement thus generated will serve to increase enrollment, creating more interest, and so on.

Thus, increased attendance at international events sponsored locally by the college, increased media coverage of such events, greater tolerance of minorities and other cultures in the community, increased adult travel abroad, contact between host families following visits abroad, and increased numbers of foreign faculty on campus are just some of the benefits that can accrue to the community college that has an international program.

ARGUMENT 8

A number of questions remain. If an international dimension in the community college is deemed beneficial to the student population and to the college as a whole, the types of programs and the location for these programs have to be discussed.

Countries can be classified into four categories ranging from "very similar" at one extreme to "very different" at the other, with "similar" and "different" in between. For example, the United Kingdom would be "very similar," since the community-college student would not experience any significant language difficulties and many traditions and behavior patterns are, indeed, very similar to those in this country.

For a "similar" country one might look to Italy or France, where English is not spoken and where the culture of the country is dissimilar to some extent.

As a "different" society one could name Japan, where the language is vastly different and where the culture appears strange to most Americans, although the country is industrialized and shares some common denominators with this country.

In the fourth category one would list underdeveloped or Third World countries, where living conditions can be difficult and the culture would appear "very different" to most American college freshmen or sophomores.

While a good argument can be made for an overseas academic program in a "different" or even a "very different" society, so as to provide a student with an experience totally unlike his own, one must remember that the majority of these students have never before been outside the United States; indeed, many have never traveled beyond their own immediate region. To some, a trip to a large city might qualify as a trip to a "very different" environment.

In addition, there is a substantial difference in sophistication and maturity between sophomores and graduate or postdoctoral students. The motivation of the student also must be taken into acccunt. While a graduate student working on a very specialized art-history project might be willing to endure very difficult living conditions so as to be able to study the cave paintings of Ajanta in India, one cannot expect the same willingness on the part of a college sophomore who wants to spend a semester in a foreign country.

Two additional arguments present themselves: Many parents would want their children to spend a semester abroad during their college career. Since the parents often are providing the economic means for the semester abroad, they are in a position to influence the choice of location for the overseas academic experience. Most parents would want their children to study in a society from which the family has emigrated to the United States or with which the family maintains ties. Even if families are not recent émigrés, many want their children to study in Europe, hence, the Eurocentric character of most overseas academic programs attached to institutions of higher learning in this country.

If we add the fact that air fare to Europe is approximately half that to Africa or the Far East, one can easily understand that the pressure on the colleges for the establishment of programs in Europe is, indeed, significant. It would seem that community colleges in particular would have to respond to these pressures, exerted as they are by the parents, who are paying for the students' experiences abroad. For these reasons the vast majority of programs for community colleges overseas will be in countries that are "very similar" or "similar" to the United States.

ARGUMENT 9

In conclusion, we can mention several additional arguments for the introduction of overseas academic programs into community colleges that can be used to support those listed above.

A paper from the State University of New York, Office of International Programs, states that:

> International education must prepare all students to live in the world of tomorrow. Students will be required during their lifetime to respond to more diversity than was dreamed of a few years ago. They have to respond to this diversity with both sensitivity and rationality. . . . International education must be also of direct service to local communities. It must serve the manifest needs of our immediate communities and taxpayers and there must be non-credit offerings related to such immediate concerns as world affairs, ethnicity, and exotic cultures and travel. Such offerings could include short courses on current international issues, seminars on the heritage of ethnic groups, cultural needs involving art, music and dance and truly educational travel opportunities for those who will inevitably travel.[11]

In a draft statement on overseas academic programs, the Office of International Programs, SUNY, Albany, notes that "the State University considers study in other countries an integral and valuable part of its academic offerings."[12] The paper specifically raises the question, why study abroad? Since this question is frequently asked, particularly in times of budgetary restrictions and taxpayers' concerns, the draft statement provides a number of answers:

1. Study in another country is the most dramatic and effective means of adding a very important international dimension to one's education and experience.
2. Overseas studies broadens perspectives in any field of study and provides important and unique contents in many.
3. It is one of the quickest and best ways of learning to use a foreign language.
4. It is an ideal means of understanding other cultures, people and their problems.
5. It gives perspectives on the United States and its relationships and problems in the interdependent world in which we live.
6. It enhances knowledge and appreciation of history, the arts and cultural differences.
7. It helps individual students to achieve maturity, self-reliance and broadens interest.
8. Many students returning from overseas study report that it has been the most valuable and exciting experience of their lives and it can often be done at little more cost than one would have as a resident student on his or her own campus.[13]

A third paper, issued by the International Studies and World Affairs Committee of SUNY, addressed itself specifically to the international commitment or the lack thereof in community colleges:

> Since we live in a world increasingly interdependent, the international dimension is relevant to education at *all levels* in order to identify and provide means for comprehension and confrontation of the various problems facing humanity. The two-year college is com-

> monly viewed as a local institution emphasizing technical and vocational programs. In fact, the curriculum offerings of the two-year institutions are becoming increasingly diversified to meet a broad variety of students' interests and goals. The burgeoning number of two-year college students must no longer be denied access to international perspectives.[14]

The Committee then proposes the following resolution:

> Be it resolved that the university faculty senate recommend to the Chancellor that he (One) urge each president of a two-year college to make available to faculty and students, information about international education programs through catalogues, student handbooks, student organizations, newsletters as well as through the academic vice president, the director of international education and academic advisors and through any other means locally feasible. (Two), encourage administrators, faculty and students to use available resources to develop international dimensions of their college programs both academic and nonacademic. (Three), reaffirm the desirability of instructional sharing of faculty, staff and other resources. (Four), request the presidents of the two-year colleges to include summaries of international education developments in their annual report.[15]

The same paper, in its conclusion, proposes an amendment to the SUNY master plan on international education:

> Recognizing the growing interdependence of the nations of the world and emphasizing the great educational and cultural value of international contact among students and faculty the university will continue to advance its substantial commitment to international edu-

cation. A systematic university-wide evaluation will be made of the international components of academic programs and research and service activities at an appropriate time. Strong areas and other international education studies programs will be continued and the university will encourage expanding the relevant international content of academic programs. Special attention will be given to two-year colleges and to increasing regional and statewide inter-campus cooperation. Increased effort will be made to expand the size of the foreign student group through the university and corresponding effort will be made to assist increasing numbers of state university students to benefit from foreign study opportunities. Admission and financial support for foreign students will reflect two objectives of the university. One, to encourage the generosity of those countries which have provided subsidies for students from the university who have studied in their countries and, two, to recognize the contribution made by a diverse group of foreign students toward an enrichment of campus life. Each campus will be encouraged to make increased use of the relevant experience of faculty and students returning from study abroad and of the special knowledge of visiting foreign faculty and students.[16]

75. Reinhold Schairer, *Die Studenten im Internationalen Kulturleben* (Münster i. W.: Aschendorffsche Verlagsbuchhandlung, 1927), p. 9.

76. T. H. Huxley's interest extended beyond the sciences "as he proved by joining in 1865 the recently formed International Education Society. . . . The Society, one of whose objects was to help the cause of European peace, set up at Isleworth the International College to give a liberal education in preparation for commerce and the professions." John W. Adamson, *English Education: 1789–1902* (Cambridge: University Press, 1930), p. 393.

77. T. H. Huxley, "A Liberal Education and Where to Find It," in Frederick Eby and Charles Flinn Arrowood, eds., *The Development of Modern Education in Theory, Organization and Practice* (New York: Prentice-Hall, 1940), p. 731.

78. Ibid.

79. Quoted in William W. Brickman, "International Relations in Higher Education," in William W. Brickman and Sidney Lehrer, eds., *A Century of Higher Education* (Westport, Conn.: Greenwood Press, 1962), p. 212.

80. George Altomare, "The United Nations University: Origins, Founding and Future" (unpublished doctoral dissertation, Teachers College, Columbia University, 1977). Segments of the appendix to the dissertation (unused in the original manuscript) were made available by the author during the preparation of the foregoing summary. His generosity is gratefully acknowledged.

CHAPTER 2. COMMUNITY COLLEGES AND OVERSEAS ACADEMIC PROGRAMS

1. The earliest American programs organized for study abroad were initiated by women's colleges in the East. Marymount and Delaware established the first programs in Paris in 1923, followed by Smith in Paris and Rosary College in Fribourg two years later. See Harrison G. Gough and William A. McCormack, *An Exploratory Evaluation of Education Abroad* (Berkeley: University of California Press, 1967), p. 9.

2. See President's Commission on Foreign Language and International Studies, *Report: Background Papers and Studies* (Wash-

ington, D.C.: U.S. Government Printing Office, 1979). See also *Strength Through Wisdom: A Critique of U.S. Capabilities* (Washington, D.C.: U.S. Government Printing Office, 1979).

3. *Rockland Community College Bulletin*, 1972/73, p. 1.
4. Ibid.
5. President's Commission, *Report: Strength Through Wisdom.*
6. George Z. F. Bereday, *Universities for All: International Perspectives on Mass Higher Education* (San Francisco: Jossey-Bass, 1973), p. 58.
7. James W. Thornton, Jr., *The Community Junior College* (New York: John Wiley & Sons, 1972), p. 299.
8. Ibid.
9. Bereday, *Universities for All*, p. 67. See also Leland L. Medsker, *The Junior College: Progress and Prospect* (New York: McGraw-Hill, 1960), pp. 174–175.
10. Bereday, *Universities for All*, p. 58.
11. State University of New York (SUNY), Central Administration, Office of International Programs, Department of International Education, "Goal Statement" (draft), Albany, N.Y., August 1972, rev. March 1975.
12. State University of New York (SUNY), Central Administration, Office of International Programs, Department of International Education, "Statement on Overseas Academic Programs" (draft), Albany, N.Y., 1976.
13. Ibid.
14. State University of New York (SUNY), International Studies and World Affairs Committee, "Position Paper," presented at a Conference on International Education, Syracuse, N.Y., March 25–26, 1976.
15. Ibid.
16. Ibid.

CHAPTER 3. THE ROCKLAND MODEL

1. *Rockland Community College Catalog*, 1969/70, p. 7.
2. Originally 26 acres, now enlarged to 175 acres.
3. Not to be confused with the State University of New York or New York University, the largest private university in the country, located in New York City. The following description of

INTERNATIONAL EDUCATION PROGRAM

Los Angeles Community Colleges
617 West 7th Street
Los Angeles, CA 90017

Donald L. Culton
Director of International Programs

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INTRODUCTION

In a world beset by lack of understanding, prejudice, and hunger, it is imperative that educational institutions make the required commitment to furthering international and intercultural awareness. As the American community colleges assume greater responsibility for educating the nation, it is appropriate and necessary that they place greater emphasis on international studies. The International Education Program of the Los Angeles Community Colleges represents a significant effort toward furthering that awareness of other people and other places.

INTERNATIONAL EDUCATION PROGRAM

PURPOSE

The purpose of the International Education Program is to encourage the development of intercultural and international understanding. The program offers travel study classes throughout the United States and abroad. The Program also encourages faculty and student exchanges, curriculum development projects, and other means of enhancing opportunities in international studies.

HISTORY

Travel study courses have been offered in the Los Angeles Community College District dating from the early 1970's, and perhaps earlier. Programs, however, were offered without District sanction by instructors interested in providing enriching experiences for their students. In some cases, students received credit upon return by applying for credit by examination. Attempts to gain District approval for programs offered abroad, however, were unsuccessful until the passage of A.B. 3149 (Vasconcellos) in 1976, and the subsequent amendment to Section 1080.5 of the Education Code. This change permitted the collection of state apportionments for travel study programs. California communtiy colleges began offering travel study programs on an expanded scale and discussion of sanctioned programs for the Los Angeles Community Colleges was begun. The following year, in 1977, the Board of Trustees approved the offering of a Spanish language program in Mexico as part of the Harbor College Summer Session, and the Committee on International Education was formed to work in cooperation with the newly created Office for New Dimensions. Administrative Regulation E-19, Travel Study Program, defining the requirements of the International Education Program, was subsequently adopted by the District.

Under the guidance of New Dimensions, a Travel Study Program was established for the summer of 1978. Summer session, unfortunately, was cancelled throughout the District that year. Four travel programs, however, were conducted as unsanctioned courses.

With the demise of the Office for New Dimensions as a result of Proposition 13, the Travel Study Program was assigned to the District's Division of Educational Planning and Development.

In the summer of 1979, two classes were offered for credit in Mexico and Spain by Harbor College. A class in Israel, supervised by the Committee on Educational Opportunities in Israel, a subcommittee of the Committee on International Education, was also conducted.

The International Education Program became part of Metropolitan College in January, 1980 with class credit and administrative support being provided by Harbor College. Nine summer classes were offered in 1980 along with a spring theatre program in New York City. From December, 1980 to September, 1981 the International Education Program office was located at Los Angeles City College.

SUPERVISION & ADMINISTRATION

The International Education Program (IEP) is an office of the Educational Services Division of the Los Angeles Community College District. The program is assisted by the Committee on International Education, composed of representatives of each college in the District, a member of the Council of Instruction, a community services representative, a member of the Council of Student Services, a representative of the bargaining agent, a student selected by the Student Body Presidents, and a member of the Board of Trustees. The chief administrator of the program is Donald Culton, Assistant Dean.

ADMINISTRATIVE REGULATION E-19

Detailed regulations for the approval of travel study classes are contained in Administrative Regulation E-19, currently being revised. This guide is written with the understanding that changes may be necessary due to eventual alterations in E-19.

TRAVEL STUDY CLASSES

Types of Programs: College Credit and Community Services
Both college credit and community services classes may be offered at off-campus locations throughout the United States and the world by the LACCD. Credit classes will be offered by the IEP; community services classes will be offered by the community services office of District colleges in cooperation with the IEP and must be approved by the Committee on International Education. For community services class approval, see attachment.

Travel study classes will be offered when learning can be enhanced by a particular location or locations. Classes are either tour type with multiple locations or homestay oriented with the group remaining primarily in one location. Classes may also combine homestay and tour features. Credit classes will conform to approved course outlines. Detailed itineraries must be provided that indicate how course content relates to location. Credit classes will offer classroom type instruction with written assignments, examinations, and grading standards equivalent to on-campus classes. Directed study (185,285,385) classes may be used where appropriate. Class credit will be granted by Los Angeles City College. Besides instructor proposed classes, classes may be selected and announced by the Committee on International Education.

Classes may be scheduled throughout the year but the availability of students and the need to avoid conflict with on-campus classes and programs must be recognized. The greatest number of classes are traditionally offered in July and August.

Instructor Selection
Instructor leaders for college credit summer travel study classes are selected according to the agreement between the District and bargaining agent. Instructors for non summer classes will be selected according to procedures established by Administrative Regulation E-19 and the Committee on International Education. Instructors must be able to demonstrate qualifications and credentials necessary to lead their respective classes and must be currently employed as an instructor by the LACCD. They should also have had significant experience in the location of the class. Classes and instructors will be limited by available funding.

Contracts
Travel study classes will be operated by travel contractors. The LACCD is responsible for instructor, instruction, and class credit. The contractor handles logistical arrangements, collection of fees, transportation, hotels, meals where provided, local contacts for the instructor, and travel and health insurance for students. They must meet the requirements of the LACCD regarding liability insurance coverage and must be willing to sign a contract that includes a hold harmless clause.

Fiscal Components
Instructor salaries for credit classes are provided by the IEP. Summer classes are taught at contract rate for a full-time instructor. A three-unit lecture class, for example, represents one-half a summer assignment. Instructors receive the equivalent in pay for three weeks full-time or six weeks half-time. Classes at other times of the year may be paid at hourly rate. Semester length programs will conform to contract and District requirements regarding salary. Instructor salaries for community services classes will be funded from student fees.

A travel allowance may be provided for the instructor by the contractor in all programs. Instructors may not accept funds from a contractor in excess of basic travel expenses (travel, lodging, entrance fees, meals). Contractors may also provide funds that will be used by the instructor to meet group expenses while traveling. Spouses may accompany instructors on travel programs but may not receive compensation for expenses from the District or contractor. Contractors may provide guides or program assistants who will be supervised by the instructor.

State apportionment (A.D.A.) is collected for credit classes. No more hours may be generated by a class than if it were offered on campus. This generally limits a class to no more than one unit per week and twenty hours of instruction for one unit of lecture credit.

Registration of Students

Students register twice for credit classes. The first registration is with the contractor, requiring a deposit (usually non refundable in full or part). The second registration is with the International Education Program and is conducted by mail or at a pre-departure orientation meeting. Community services students register with the contractor and the particular office sponsoring the program. No auditors are allowed in credit classes. Some instructors may wish to offer a credit/no credit option.

Class Size

Minimum class size for credit programs is fifteen. Maximum size is determined by available accommodations and the ability of the instructor and contractor to handle logistical arrangements. Minimum size for community services classes is determined by the community services office in cooperation with the contractor.

Pre-departure Meeting

A pre-departure orientation meeting is required for all classes. Students will complete registration and be given information relevant to their class. Other meetings may be scheduled according to the instructional needs of the particular class.

Class Evaluation

Instructors will submit a written report and evaluation to the Committee on International Education within two weeks of the conclusion of the program. Students will complete a class evaluation prepared by the Committee on International Education. The IEP will evaluate each class in a written report to the Chancellor.

Financial Assistance for Students

The International Education Program is investigating financial aid opportunities for students. Limited funds may be available from the financial aid programs at District colleges for summer, 1982. Several small scholarships are available and is hoped that more will be offered in the future.

What Type of Instructor?

Instructors who have organized travel study classes usually report that the experience was one of the best of their lives. The experience, however, is not for everyone. The type of instructor who leads a successful class is usually one who enjoys working long hours, solving ever changing problems and dealing one-on-one with students. Before this, however, most classes demand an instructor who enjoys promoting. Although some classes find students with relative ease, most require close attention and dedication before enrolling the minimum students needed. Most students want to talk with the instructor prior to making a financial commitment. If an instructor is not willing to be easily accessible by phone and ready to answer messages to return a call, a class may have slight chance for success.

Privately Sponsored Travel Programs

Announcements of privately sponsored travel programs which a District employee leads or participates in shall not give the impression in any way that the program is sponsored by the District or College. Such announcements may be distributed or posted on campus or at any authorized District function only in accordance with rules established for other privately prepared announcements. District employees may place paid advertisements in student newspapers on the same basis as any other commercial venture.

PLANNING & CONDUCTING A SUCCESSFUL COLLEGE CREDIT TRAVEL STUDY CLASS

What Class, What Place?
A prime objective of the International Education Program is to offer a class where instruction and learning can profit from the location. Certain classes are best left on campus. Others can unquestionably be taught better overseas. Spanish language in Mexico, Japanese Civilization (Humanities 20) in Japan, The Peoples and Cultures of Africa (Anthropology 133) in Africa, are all examples of excellent potential travel study classes. A number of successful classes have been Directed Study (185,285,385) with a course outline structured to fit the environment. Factors to consider in selecting a location include health and safety of students and instructor, cost, potential to attract a sufficient number of students, instructor's knowledge of and experience in the location, and availability of an operator-contractor to manage the logistical arrangements.

What First?
Discuss your idea for a class with an experienced travel study instructor, your campus representative on the Committee on International Education, or the IEP office.

Complete Application
Complete the standard IEP application which lists class, instructor's qualifications, etc. Attach to this an itinerary and an outline of the course. A letter of recommendation from department chair, dean of instruction, or president is also advisable.

Application Deadlines
Summer program application deadline at present is the first day of the fall semester; winter and spring programs, August 1.

The Contractor
All programs will be operated by a travel contractor. A list of contractors who can meet District requirements is available from the IEP office. If you wish to consider other contractors, consult first with the IEP office. Some operators will not be able to sign our contract, others should be avoided for other reasons. It is usually best to consult with several contractors prior to submitting an application. The role of the contractor varies widely, depending on the needs and expertise of the instructor. In some cases contractors make all arrangements, in other situations the instructor cares for most of the planning, with the contractor handling little more than transportation and liability needs.

Pricing
Price to the student must be considered carefully in planning a program. The tendency to add one more side trip, one more day, or a better hotel must be weighed against the need to keep costs down. We must emphasize that our programs are instructional. For those seeking luxury accommodations, we recommend going elsewhere. A decision, also, must be made for the contractor on how many students will be needed to generate one free expense account for an instructor. A one in fifteen program will cost the student more than one in twenty-five, for example.

Contractor Selection
Bids to operate programs will be solicited from at least two contractors who can meet the demands of the LACCD. Contractor selection will be made by the IEP administrator in cooperation with the instructor. Basis for selection will include lowest cost to student, general content of program, contingency provisions for emergencies, housing and study facilities, staff assistance, and past performance in conducting educational programs. A list of contractors is available from the International Education Program office.

Board Approval
After approval of the class by the selection process and selection of the contractor, approval is sought from the Board. The IEP administrator prepares a Request for Contract and works with the District Office in preparing the necessary paperwork. The Contracts Section completes signing of a contract.

Brochure
Most classes will need a brochure that includes an application that is required by the contractor. Most contractors will provide a brochure, but the cost of this service will be found in the price to the student. The IEP may also provide limited assistance in preparing brochures. All brochures will be approved by the IEP prior to printing. These brochures may be considered a contract by students and must be written with great care.

Promotion
Some instuctors easily find 15 students to study with them in a far corner of the world. Others will struggle for the minimum. Besides the specific brochure, a general brochure listing programs will be prepared by the IEP. Announcements will be included in college class schedules, for both credit and community services classes. Radio spot announcements will be issued by the IEP and news releases will be prepared. The best source of students, however, is often from an instructor's own classes and personal contacts.

For mailing purposes a list of former students may be obtained with the help of your campus records office. Occasionally, a newspaper ad can be purchased. The IEP will not pay for any assistance with ads, brochures, flyers, etc., without prior approval. Visiting other classes, a story in the school papers, an announcement at your campus travel film series, and other means may be needed to obtain the minimum.

Pre-departure Instruction
All classes will meet prior to departure. The most successful classes seem to be those where three or four pre-departure meetings have been held. A get acquainted meeting at a home followed by several campus meetings promotes learning and rapport. Some complaints will be heard from those having a long drive, but if the instructor adopts a positive attitude and offers well planned sessions, the dissenters will be few.

Pre-departure Orientation and Registration
Students will register at an orientation meeting, generally held the week before leaving. The following forms will be completed: (1) Application for Admission, (2) Directory Card, (3) Add Card, (4) Field Trip Release. Students need to bring their social security card or proof of their number. Green card holders need to bring their cards. High school students (juniors and seniors) must bring approval forms from their high schools. Those under 18 will need parent's or guardian's signature on the release. Out-of-state students must bring tuition money. A student must list age or the computer will not accept the application. Students must be urged to cooperate in completion of materials.

Once again a positive, supportive attitude from the instructor helps.

Dates for Pre-departure Meetings
Dates for all pre-departure meetings should be included in the class brochure.

Student Insurance
Accident and health insurance is required for all participants. A low cost policy will be provided by the contractor. The student may provide proof of other insurance. Trip cancellation and baggage loss insurance is recommended and may be purchased from the contractor at additional expense to the student.

Instructor's Responsibilities
The instructor will need to assist in keeping contact with students. Regular phone contact or letters to class members helps allay concerns and answer questions. This also takes pressure off the contractor. The IEP and City College will need help sometimes in completing registration materials. Occasionally, students manage to slip by and registration will need to be completed on the plane or in a foreign country, with materials turned in upon return by the instructor. This, however, complicates all our lives.

Logistical Details as the Program Develops
Reservations for hotels, classrooms, program enrollments, airlines, etc. must be made; usually by the contractor. The need for passports, visas, and inoculations will be determined. Letters need to be written and plans given specific detail. The best programs normally demand much attention months in advance.

Roster
Instructors will be given a temporary roster at the orientation meeting. Usually the trip will be in process by the time a permanent roster arrives. Upon return the permanent roster must be checked and necessary changes made.

Evaluation

All students will be asked to complete an evaluation at the completion of the class which emphasizes trip details. Standard District student evaluations will be provided, but use by the instructor is optional.

Positive Attendance

Many classes will require positive attendance reporting. This means another form to complete upon return, with the number of hours in attendance listed for each student. Some records will need to be maintained throughout the trip.

Independent Study Mode

Language classes with local instructors assisting our instructor are reported by Independent Study Mode, which requires a form that constitutes a contract between student and instructor. This outlines what the student is required to do and what the means of evaluation is.

Post Trip Requirements

Each instructor should arrange for a meeting with the IEP administrator upon return. Paperwork will be dispensed with and a written evaluation submitted. This evaluation will make special reference to how operation of a class can be improved.

Examples to Follow

A visit to the IEP office may be useful to a first time instructor in making plans. Past outlines, itineraries and brochures are on file. Past programs are listed below. Feel free to contact these instructors for advice.

1977

Mexico Summer Session - Morelia
(Spanish 1-4)
Pat Carey, Harbor

1978

Hispanic Civilization (Spanish 9)
Val Villa, Valley

Balinese Culture (non-credit)
Don Anderson, Pierce

Mexico Summer Session (Spanish)
Vitalina Thiel, Harbor;
Julian Enguidanos, Harbor; and
Carlos Moreno, East

Studies in Europe (Humanities 2)
Jack Nimitz, Valley

1979

Mexico Summer Session (Spanish)
Carl Pedersen, West

Summer Session in Spain - Tortosa
(Spanish)
Julian Enguidanos, Harbor

Child Development in Israel
Betty Salvay, Valley

1980

Mexico (Spanish)
Manual Rodriguez, Valley

Spain (Spanish)
Julian Enguidanos, Harbor

History of the Jewish People (History 25)
Doug Stone, Valley

Summer in Italy (Italian)
Ron Farrar, Pierce

German Civilization (German 10)
Ray Moore, Harbor

Culture in Micronesia (Anthropology 385)
Sue Soldoff, Harbor

Theatre in England (T.A. 2)
Bernard Goldman, Trade-Tech

Roots of Language (Linguistics 1)
Carl Pedersen, West

Classical Greece (Humanities 30)
Mary Meziere, Pierce

Child Development in England (C.D. 11)
Louise Dean, Valley

1981

Africa (Economics 385)
Azia Powell, Southwest

Theatre in London (T.A. 100)
Bernard Goldman

Child Development in England & France
(C.D. 11 and 42)
Dean and Salvay, Valley

Televison in Europe (T.V. 1 or 385)
Jim Bentley, City

History of Mexico (Chicano Studies 19)
Sam Mayo, Valley

Anthropology in the South Pacific
(Anthropology 385)
Sue Soldoff

Hispanic Civilization (Spanish 9)
Val and Maryamber Villa, Valley

Alaska on the S.S. Universe
(Geography 30)
Robert Sager, West

Hawaii (Biology 12)
Ron Bigelow and Richard Raskoff, Valley

Spanish - Salamanca (Spanish)
Manuel Rodriguez, Valley

Mexico - Morelia (Spanish)
Milantia Roy, Valley

French Language in Paris (French 1-4)
Ernest Mayer, Valley

INTERNATIONAL EDUCATION IN PENNSYLVANIA COMMUNITY COLLEGES: A NEED THAT MUST BE MET

by

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Today, American educators, business persons, private citizens, as well as students, are suffering from a lack of knowledge about international affairs, especially knowledge of how geopolitical and global economic problems affect their lives and employment. International business relationships suffer because of problems in intercultural communications. Information about and easy access to international-intercultural programming is lacking, thus causing a kind of cultural deprivation in our citizenry.

According to the results of a recent survey conducted by the Educational Testing Service, the vast majority of today's college and university students do not know enough about international affairs to live and work effectively in a world where countries are increasingly interdependent. In addition, the survey indicated that most students are uninformed about the problems and activities of other countries and have serious misconceptions about key world issues and facts. It was found that less than 15 per cent of college students have adequate knowledge and understanding of the world.[1]

Ironically, at the very same time that American undergraduates are displaying such alarming ignorance about international affairs, the United States is becoming increasingly dependent upon global economic cooperation and political understanding.

Consider the following facts:

> One in twenty-five Americans owes his or her employment directly to the export business[2]; one in six Americans owes his or her employment to foreign trade[3]; the total value of U.S. exports has topped 175 billion dollars[4]; direct foreign investment in the USA has risen to over 40 billion dollars[5]; "Honda Motor Company has a $25 million operation near Columbus, Ohio. The Bantam Book you read, the Keebler chocolate cookie you nibble, even the 'plop, plop, fizz, fizz' Alka-Seltzer tablet you consume are products of foreign owned companies."[6] Conversely, 213.5 billion U. S. dollars are directly invested in foreign enterprises.[7]

To make these facts a bit more focused, let us consider our relationship with just one other country--there are many countries we could choose, Japan, West Germany, etc.--but let us look at the United States and Saudi Arabia:

> "More than 700 American companies are now doing business with Saudi Arabia;
>
> The enterprises involved extend to 42 states, to large and small businesses--contractors, subcontractors, suppliers;
>
> Even without regard to the petroleum industries, American business now holds well in excess of 35 billion dollars in contracts for work with Saudi Arabia;
>
> Almost the entire spectrum of U.S. commerce is involved: weather stations, chains of supermarkets, construction of petrochemical complexes, tire-manufacturing plants, shipbuilding, and hospitals;
>
> Saudi Arabia is a ready market for U.S. advanced technologies, such as their nationwide computer-information system, water desalination plants, and pilot projects in solar power;
>
> Hundreds of thousands of American men and women have jobs here because of this relationship and our balance of payments has stabilized because of Saudi investments in U.S. dollars."[8]

Coming a little closer to home, we find the world at our very doorstep:

> 343 foreign firms currently have businesses located in the state of Pennsylvania;
>
> over 86,500 Pennsylvanians are employed by foreign firms located in 43 of Pennsylvania's 67 counties;
>
> 200 additional foreign firms began operating in Pennsylvania after Volkswagen opened its plant in New Stanton in 1977.[9]

All of these statistics are interesting and some are especially pertinent to us as Pennsylvanians, but what do all these numbers mean in human terms? They mean that our students will be confronted with situations in their work-worlds that they may never have considered. For example, our students may eventually travel, work, and live in another country and in a different culture. They may be employed in a company not owned or even operated by Americans, though it may well be located in the U.S. They will work with people from other lands as their employers, co-workers, or employees. They will need to acclimate themselves to a business world where "Inshallah" and "Mañana" are as valid a part of another culture's work ethic as promptness is in our culture. They are going to have to understand that "efficiency" is a relative term. What we--as Americans--may perceive to be a grossly inefficient way of doing a job may well be the most efficient way to complete a task in India, Tanzania, or Malaysia. Our students will have to relate to and communicate daily with people whose native tongue is not English and whose "world view" may not match their own.

And what if our students never leave their home states? Still, they must soon realize the truth of what Seymour Fersh has expressed so well: "We do not live in the same culture into which we were born nor in which we will die. We no longer have to change our place to change cultures; even if we stay in the same place, the same place does not stay in the same place culturally. We can now become 'immigrants' without migrating."[10] No matter what our students will do or where they live and work, they are going to need to become more internationally aware. In order to increase students' understanding of the role of the United States in global affairs, the National Task Force on Education and the World View has made recommendations to postsecondary institutions at the undergraduate level. The following was recommended:

> "The infusion of international dimensions into every major college course of study has become a crucial challenge for our colleges and universities . . .some combination of diffusion throughout the general curriculum and the creation of pertinent courses becomes the necessary first step in the revitalizing of the college experience."[11]

How many community colleges in America responded to this challenge? The answer to that question depends on where you are in the United States and what your perspectives are concerning international education. In the states of New Jersey, Virginia, Florida, New York, Kansas, Iowa and Washington, to name a few, there are excellent and flourishing community college international/intercultural programs involving study abroad, faculty exchange, sister schools, overseas research fellowships, completely integrated curriculums, common and unusual foreign language training programs including ESL for foreign students, in-house faculty development, extensive outreach programs through continuing education divisions, and special projects. Most of these programs were initially begun on Federal grants--and we all know how tight money is now in 1981--but quite a few of these programs have become so integral to the college and its community that they are hard money programs today.

How does Pennsylvania fare when we look at international education on the community college level? Not so well, I am afraid. There are fourteen community colleges in the state. Of the thirteen I polled in a recent mailed questionnaire, nine schools responded. This represents a 69 per cent return, which is excellent. Ten to thirty per cent is considered adequate in order to make valid interpretations. Unfortunately, the information so kindly sent to me shows a situation in our state that is neither excellent nor even adequate. Indeed, it is shocking considering the importance of Pennsylvania business and industry in the world market and, conversely, the high numbers of foreign investors inside the borders of this state. It is evident from the sad facts, that most Pennsylvania community college administrations and boards of trustees believe that their philosophies, missions, and objectives go only as far as their county lines; that their students will never leave home; and, that their towns and cities will somehow remain unchanged even though the winds of change and upheaval swirl around them at a dizzying pace.

Of the nine responding schools, five have no international programming of any sort; the other four have programs that involve some credit courses, some study abroad, sporadic international cultural events, and some con-ed/community outreach efforts. None of the respondents felt that their programs were totally successful or thriving.

While these facts depress me as one who is vitally concerned with and committed to the idea of international education on the community college level, I must say that there is some cause for rejoicing--at least in Southwestern Pennsylvania. The board of trustees, administration, and faculty of Westmoreland County Community College in Youngwood, PA, have shown an ever-growing commitment to international education almost since the inception of the school ten years and three presidents ago. If an international program is going to succeed, it must have support from the top down and WCCC has this. Our new president, Dr. Norman Shea, has made international education one of his major agenda items. For that matter, he has just returned from Taiwan where he toured colleges, museums, businesses, and industrial plants with eight other community college presidents. The object of the visit was to develop sister-school contacts and exchange programs for teachers and students.

I am proud to say that WCCC took the "necessary first step in revitalizing the college experience" long before the National Task Force made that recommendation to all U. S. postsecondary institutions. Our Continuing Education Division, which was rated number three of all community colleges in the nation, under the direction of Mr. Paul Lonigro, has offered over the years the following non-credit enrichment courses: Slavic History, Japanese Culture, Greek Mythology, Asian Thought; the crafts of bonsai, tole painting, calligraphy, batik, oriental flower arranging. In athletics we have fencing, akido, yoga, and karate. Classes in cuisines of China, India, and European gourmet cooking have always been popular. Since 1972, 1900 adults have been enrolled in 15 different conversational language classes. Our con-ed foreign language program is the largest of its kind among Pennsylvania community colleges. We have had classes in conversational French, Spanish, Italian, German, and the various Slavic and Scandinavian languages. In addition we have conducted five special in-plant conversational German classes for American employees at Brown-Boveri Corporation's division in Greensburg, PA. Brown-Boveri is a multinational corporation based in Switzerland.

In credit courses and community outreach we have produced and are continuing to produce in these areas:

1973 and on - Sociology 255 - Cultural Anthropology

1976 and on - English 258 and 259 - World Literature I and II which contain much non-western literature

1978 - Four week summer program entitled "Learning About Asia--An Introduction to the Humanities of the Orient" (June 19 - July 15)
- Founding of the WCCC International Club

1979 - Four week summer program entitles "Our European Heritage" (May 29 - June 22)
- Pennsylvania Ethnic Heritage Studies Seminar held in November

1980 - Six week series entitled "WCCC in an Interdependent World--A Public Forum on the Vital Issues of Energy Policy and Foreign Trade" (April 8 - May 15)

- Two-day conference on Community Oral History (October 24-25)

1981 - Involved in the University of Pittsburgh's AUFS Outreach Program to area community colleges

- Joined the Association of American Community and Junior Colleges International/Intercultural Consortium
- Produced a nine-week joint lecture series with the University of Pittsburgh entitled "International Issues Forum--Behind the Headlines"
- Began a conversational ESL tutorial program for our foreign students (Vietnamese, Turkish, Syrian)
- Devoted sections of the Wednesday College Hour program to international topics--films, speakers, demonstrations, exhibits
- Put on a three-day program with the Student Government Association for World Food Day using films, video-tapes, posters, and brochures to raise student consciousness about the problems of food distribution, malnutrition, and starvation
- Formed a twelve member ad hoc faculty committee to research the direction our college wishes to proceed in international education.

We are already working on plans for programs for the 1982-83 school year.

Any public institution of learning should have as its first priority the creation of an educated citizenry. With this priority in mind, it is crucial to remember these two facts: "Community colleges now enroll one half of all first-time college students in the United States"[12] and, second, that the Educational Testing Service survey results show community college students to be the least knowledgeable about world affairs of all those college undergraduate students tested.[13]

Westmoreland County Community College has seen the need for international education and has answered the challenge put forth by the National Task Force. We have realized at our community college--as have many community colleges around the United States--that today's educated citizens are world citizens in every sense of the term.

It is my hope that the community colleges of Pennsylvania will awaken to the needs of their constituents on the campuses and in their communities--that they will begin to provide vital, pertinent, and informative international education for them--and finally, that they will cease to work in isolation and instead join with their colleagues across the state to work together for common goals. Other states whose economic and industrial interests are far less involved on the global scene have done much, much more than we. Pennsylvania is proud of its name as the "Keystone State." Let us begin to work toward being the keystone in international education.

November 21, 1981

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[1] Council on Learning, Task Force Statement on Education and the World View (New Rochelle, New York: Council on Learning, 1981), pp.5-6.

[2] Information based on 1980 statistics from the U. S. Department of Commerce (Pittsburgh District Office) and the Bureau of Labor Statistics in Philadelphia, PA.

[3] Rose L. Hayden, "The World And Us," Association of Governing Boards Reports (April/May 1979),p.3.

[4] Task Force Statement,p.7

[5] Ibid.

[6] Hayden,p.3.

[7] Bureau of Economic Analysis, Survey of Current Business (August 1981),p.32 via the Office of International Investment, Investment Policy Division in Washington, D.C.

[8] Christian Science Monitor (October 13, 1981),p.26.

[9] Information based on July 1981 interview with a spokesperson from the Pennsylvania Bureau of Statistical Research and Planning.

[10] Seymour Fersh, "Cultural Studies: Becoming Our Own Teachers," in "Community Colleges in the World Community" section of Advancing International Education (St. Louis, Missouri: Jossey-Bass, Inc., 1979).

[11] Task Force Statement,p.2

[12] The Chronicle of Higher Education (November 18,1981), p.1.

[13] Please see Thomas S. Barrows et al., College Students' Knowledge and Beliefs: Report of the Global Understanding Project (New Rochelle, New York: Change Magazine Press, 1981).

Task Force Statement
on
Education and the World View*

Statement and recommendations by a national task force on American responsibilities as a global power and appropriate educational directions.

Over the last two years, the Council on Learning and a national task force of educators, public officials, and business leaders, have examined the capacity of the country's colleges and universities to provide college students with an adequate understanding of the world, particularly as these relate to the United States' role in world affairs. The urgency of world issues and the progressively complex nature of America's leadership position in the world require levels of educational preparation for all citizens different than that traditionally provided in this country.

Our recommendations, as well as a number of supporting documents prepared by the Council on Learning to encourage the widening of learning approaches, are based on a number of findings. Principal among these are the first national assessment of college students' global understanding and a survey of campuses to assess the international aspects of college learning at the undergraduate level. Although student preparation in regard to global perspectives is just as important at elementary and secondary as at graduate and postgraduate levels, this task force chose to focus principally on undergraduate education because this level of education has been given insufficient attention in the development of dimensions of international learning.

Believing that the broadening of educational horizons must ultimately depend on the imagination and initiatives of the colleges and universities themselves, the Council on Learning and the task force seek to encourage imaginative international dimensions at the undergraduate level. Such efforts will require the support and vision of both the academy and the American public at large.

Task Force Recommendations

We make the following **GENERAL RECOMMENDATIONS** drawn from our findings:

1. While many college programs make substantive contributions to basic global understanding, much more needs to be done for most American students. Efforts to enhance the campus' traditional domestic concentration will require comprehensive reviews of the total curriculum and the learning experience of each academic institution. To merely add international references to what has been largely treated as domestic concerns does not reflect a world in which these two dimensions have long existed as an integral mix. Special emphasis in this regard should be given to the humanities and the social sciences; attention must not only be given to the historical and contemporary aspects in courses and syllabi but also to the future.

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*Composition of task force is listed at the end of this document. For further information regarding this project, contact Executive Director, Council on Learning, 271 North Avenue, New Rochelle, N.Y. 10801. Released June 1, 1981.

2. Global perspectives—including knowledge, cultural sensitivities, problem-solving, and foreign language skills—as part of the college experience can rarely be achieved unless those goals have the visible and constant support of campus leadership, as well as the trustees of the institution, state regents and legislatures, and other relevant agencies.
3. A major full-scale effort to internationalize undergraduate learning is necessary to prepare us for the 21st Century. This includes improved coordination of efforts in all academic sectors; substantially better teacher preparation; considerable reviews and revisions of textbooks, syllabi, and curricular offerings; strong leadership directions from both academic and public quarters; and renewed control of the learning experience by internationally enlightened faculty.
4. Similar efforts at internationalizing the educational experience should be encouraged at the elementary and secondary school levels. Without improved educational preparation in a child's early years that relate to world changes, an inadequate learning motivation in the college years provides further impediments to the educational goals that we recommend.

We also make the following **SPECIFIC RECOMMENDATIONS**:

To College and University Faculty

1. The infusion of international dimensions into every major college course of study has become a crucial challenge for our colleges and universities that wish to bring their educational missions abreast of global realities. Adding individual international courses will not alone be an effective option as we move toward the end of the century. Some combination of diffusion throughout the general curriculum and the creation of pertinent courses becomes the necessary first step in the revitalizing of the college experience.
2. While the process of internationalizing college curricula is by definition a multidisciplinary process, its intellectual premises should be firmly rooted in the strengths of each discipline. Intellectual legitimacy will not be served if disciplinary quality is in any way compromised.

An important part of this intellectual process should include the addressing of the larger ethical and moral questions involved. Descriptive content and data are not enough. On the other hand, the trend toward epistemological redivisions and subspecialization has tended to further isolate international content rather than making it part of the larger knowledge base. Such knowledge walls do not exist in the real world.

3. The international dimensions of the college experience will be most successfully guided by established, enlightened faculty from mainstream disciplines. The depth and insight a respected colleague can bring to the process often will accelerate campus internationalization. An influx of new, fresh insights from younger faculty is highly desirable as well.
4. Foreign language instruction is in serious need of revival. While foreign languages ought to be acquired during precollegiate years, the obligations of undergraduate institutions are nonetheless central to the broader goal of preparing students for a global age. It may be prudent for small and moderate-sized institutions to concentrate on fewer foreign languages, and do so competently; offering a wide range of language study without students reaching adequate levels of proficiency is largely counterproductive to the educational process.

Practical language competence should be a central institutional objective. Academic institutions should seek imaginative ways to improve foreign language instruction, for example, by integrating language learning into traditional courses in the general curriculum and by using methods that speed the language learning process in its basic stages. Also, campuses should motivate students to learn foreign languages, and expand exchange programs and internships in these areas, so that students can extend their language competence into other subject areas and outside programs.

To Trustees and College Administrations

1. The strength and success of enlarging global dimensions of the college experience will depend on the expressed commitment of the campus leadership. Administrative responsibility, with strong faculty attention to such matters, needs to be made highly visible. The Council's national survey of effective international programs and approaches confirms the necessity for such top-level commitment.

2. Academic administrations should not confine their activities purely to classroom learning. Ample opportunities exist to provide broader learning environments beyond the classrooms of American campuses. Many such opportunities are described in the Council on Learning's new book on curricular strategies, *The World in the Curriculum*. Faculty competence in these nonclassroom areas of global learning should also be enhanced. The academic leadership needs to provide a strong commitment for study and experience in other cultures during the undergraduate years.

3. Campus administrations must give clear commitment to faculty renewal and development in the various areas of international education. This should range from the use of institutional resources, to release time, to enhancement of experiential opportunities, including exchange programs and time abroad.

To Scholarly Societies

1. The scholarly societies should encourage ongoing and comprehensive reviews of the principal undergraduate textbooks which impart disciplinary knowledge. As the Council's separate report on the responsibilities of scholarly societies indicates, few academic disciplines presently review teaching materials in light of America's shifting role in world affairs. To illustrate the relatively parochial mindset of many college textbooks, the Council on Learning commissioned a study of 51 most commonly used textbooks in political science, used predominantly in introductory and survey courses. "The textbook in American government that adequately presents America's place in the world from a global perspective," summarizes the author, "has yet to be written." Yet textbooks remain the tools of basic student understanding for the discipline.

2. The scholarly disciplines—particularly history, political science, anthropology, economics, geography, sociology, and foreign languages—need to undertake a comprehensive effort to encourage their members to make a more subtantial professional contribution that imparts global dimensions, including normative and futures aspects, in their teaching. Scholarly societies can encourage this process by inviting papers for publication, scheduling discussion at national and regional meetings (as has been done by the International Studies Association), appointing teaching task forces, and by continually exposing their members to the global aspects of their disciplines.

Teacher Education

1. There is an urgent need for colleges of education and teacher training institutes to give high priority to a more appropriate preparation of teachers. According to an American Council on Education study, only five percent of all certified teachers in the United States have received education or training in international subjects. College faculty who have been exposed to global issues through study, foreign travel, and international exchanges also need to be given broader opportunities to review their professional interests in light of now dominant global issues.

2. The relatively poor quality of student knowledge of global affairs inheres in part in the limitations of primary and secondary school curricula, and the lack of teachers' international exposure or experiences. The elimination of foreign language arts and basic social studies from many elementary school curricula must be reversed. In the secondary school curriculum, a reemphasis on social studies, history, geography, and foreign language arts, as well as an infusion of cultural information, insights into language instruction, and the imparting of crosscultural awareness in social studies instruction, becomes necessary.

3. These opportunities to enrich teacher education with global perspectives come at a particularly good moment. A new generation of apprentice teachers will enter education programs within a few years when teacher shortages are likely to develop in many areas of the country. It is important to begin curricular plans now, so that revised course offerings are in place before these teacher cohorts enter their undergraduate experience. In this process, the states' teacher education requirements should be upgraded to include requirements on global perspectives in education.

To Corporate and Philanthropic Donors

1. The encouragement of broader curricular undertakings does not necessarily require large sums of money. Funders could do much more to encourage the reflection of world realities by making modest incentive grants. These could range from release time for key

faculty to assigning as a major part of a senior administrator's tasks comprehensive responsibilities for international education. Even the availability of modest grants and seed money to enlarge such curricular visions can trigger relatively larger programmatic rewards, especially at campuses already poised for this next step.

2. Funders need not confine their program giving to those areas solely identified as "international." Much of the funders' existing grant program inherently or potentially include global dimensions, but are not identified as such. Funders who in their announced program areas emphasize their pervasive interest in advancing global dimensions may find surprising responsiveness by academic institutions, particularly those in the midst of general education revisions.

3. For larger funding organizations, a professional staff person with a strong international background and sophistication can do much to make the funding organization more responsive to intellectual needs related to global conceptions of learning.

To The States

1. It lies increasingly in the interests of the states to educate their citizens for a new world role. A few state education agencies are beginning to take on a facilitating and coordinating role in encouraging global perspectives. Some forward-looking state governments—such as Oregon and Washington—have drawn from the recent report of the President's Commission on Foreign Language and International Studies and are sponsoring their own commissions and task forces. These exercises build a wider awareness and are a necessary first step toward sustaining academic interest in these global questions.

2. Global education can be enhanced by state education agencies through programs that may already be in place. These would include faculty development programs and state-sponsored workshops for faculty and staff. It is also in the economic interests of states to encourage programs that bring institutions of higher learning and transnational enterprises into closer collaboration, leading to improved foreign trade. Task forces can be assigned at the state level to review what must be done in these areas. Florida, Illinois, Indiana, New Jersey, and Pennsylvania have undertaken such major efforts.

3. States should encourage broader opportunities for students from many cultural backgrounds, including non-resident and foreign students, to participate in the learning experiences of their peers. Such participation, whether in or outside the classroom, contributes substantially to the enhancement of student global understanding.

To The Federal Government

1. While both the Congress and the Executive Branch have shown considerable sophistication over the years in connecting an educated citizenry and the training of experts to national interests and national security, funding for such programs has been wholly inadequate. This is calamitous for a global power that relies for its full functioning on citizen understanding. When federal budgets tighten, international programs are often cut early in the whittling process. It is difficult to understand this approach in light of the need for the fuller public understanding of a world in unprecedented flux.

2. The time has come to integrate federal international education programs into the mainstream of education. This should be reflected in both federal education structures and funding programs. Federal international education support systems and categorical programs, however currently modest, should signal a closer integration of the substance of American education. Fragmenting international education at any level no longer makes sense in the modern world.

Education and the World View Documents

Having assessed how well college students are equipped to understand global events and circumstances, and to what degree the college experience prepares young Americans for the world's complexity and uncertainty, the Council on Learning has prepared a series of seven publications for use by colleges and universities. These documents will assist campuses achieve the further internationalization of undergraduate education and help them better reflect present world realities. These documents include:

Volume I: A consideration of the role of the scholarly disciplines in enhancing global perspectives in the curriculum.

Volume II: An 11-part volume on curricular strategies and recommendations for undergraduate education, by Humphrey Tonkin and Jane Edwards of the University of Pennsylvania.

Volume III: A handbook of effective international programs, with full descriptions and professional contacts, and a collection of workable ideas.

Volume IV: A cogent series of readings on the challenges to undergraduate education in a changing world.

Volume V: An overview of the Educational Testing Service's nationwide assessment of college students' global understanding, with a focus on the results.

Volume VI: A conference and workshop kit containing eight major elements and recommendations for use by education planners and evaluators.

Volume VII: The full technical report of the ETS student survey, with analysis, interpretations, and data, including all knowledge test questions with answers and attitude, background, and language self-report items.

The project's fact-finding focused on student understanding of global issues, on undergraduate programs and learning approaches, and other aspects of the college experience as these deal with international concerns.

Findings

Though the training and education of expert professionals for international service, research, and teaching are a high national priority, the task force focused particular attention on the issue of citizen education in a global age, which principally takes place over K-12 and college levels. The final report of the President's Commission on Foreign Language and International Studies dealt in detail with the preparation of professional cadres and made a number of recommendations directed primarily at the federal government in sustaining our competitive intellectual advantage vis-a-vis the rest of the world.

The Educational Testing Service, commissioned by the Council on Learning, developed the first **survey of college students in regard to their global understanding.** This assessment of a stratified sample of 3,000 college students was conducted at 185 campuses around the country in the spring of 1980. The nation-wide inquiry included a test of global knowledge, a report of the students' backgrounds and interests, their foreign language proficiencies, and their attitudes toward global issues.

The knowledge test was constructed by distinguished scholars and experts at a relatively demanding level. Some items covered topics which could have been answered from information gained from consistent attention to news media with good international coverage. Others required more formal instruction or reading likely to be gained in high school or college courses.

Knowledge scores were generally disappointing. College seniors answered an average of one-half of the knowledge questions correctly, with freshmen and two-year college students achieving only 40 percent correct. Less than 15 percent of all seniors and less than 10 percent of all freshmen and two-year students tested answered more than two-thirds correctly. A very small proportion of the students "have the level of knowledge necessary for an adequate understanding of global situations and processes," concludes the ETS study. (Though television was cited by students as the predominant source of information on current events, those with high frequency of newspaper reading scored better than those who relied primarily on television viewing.)

While 80 percent of freshmen reported having regular high school class discussions on global issues, only half reported frequent discussions in college. More than one in ten reported that such discussions never occur.

Certain patterns emerged: Questions on current events were answered correctly by more students than questions with historical content. More students answered social science questions correctly than those dealing with the humanities. Questions on health, distribution of natural characteristics, art and culture, and population were answered better than questions on energy, relations among nations, human rights, and religious issues. Students' inabilities in these areas are clearly a reflection of the weakness in their underlying academic preparation.

By using pretested self-assessments of foreign language competence, it was also possible to obtain a national picture of foreign language capabilities of the college generation. Ninety percent of the seniors and more than three-quarters of other college students had formally studied a foreign language. Despite this high participation rate, only seven percent judged themselves sufficiently fluent to understand a native speaker even at a slow pace.

This may be partially attributable to the steadily declining foreign language opportunities and requirements at both the secondary school and college levels. Even students who had taken foreign language courses for several years reported little confidence in their ability to perform anything but the most basic tasks. Studying or living in another country, where foreign language competence is necessary, seems one of the few practical routes for providing a sense of confidence in foreign language usage.

History majors scored highest on the knowledge test, with engineering and mathematics students following close behind. Education majors—the teachers of tomorrow—scored the lowest. In summary, the ETS researchers conclude that "from the new evidence at hand, serious learning gaps at the college level would seem to persist even in 1980."

In parallel with this new student assessment, a team of Council on Learning researchers evaluated the strengths of international perspectives in college programs. Some two hundred of the nation's 3,200 academic institutions were identified as possessing the rudiments of excellent international learning environments. After a full evaluation of 160 institutions, the Council selected 62 undergraduate programs and six college-based consortia with strong international dimensions. Their full descriptions are being released in a new handbook of exemplary programs. These institutions are not the only strong and effective undergraduate international programs. But they serve as representative and feasible examples for other campuses to draw on.

The Council's **study of undergraduate programs** makes possible the following **GENERAL OBSERVATIONS**:

1. The vast majority of the country's eight million undergraduates of traditional college age have only slight exposures to global issues during their college years. We estimate that approximately five percent of all college course offerings deal with global questions. In an era of global interdependence, the task force believes this to be inadequate. By any measure, the nation's economic, political, and cultural involvements are internationally far more dominant than the average American college experience suggests.
2. Although opportunities for gaining an adequate world view may seem better for those students attending the well endowed research universities and highly selective colleges, these institutions serve only 10 percent of the American college population. Even though such opportunities may be greater at such institutions, strong disciplinary orientations and traditional academic conservatism create departmental walls that can preclude integrated global learning.
3. Imaginative international education programs that occur at smaller and less elite institutions many times benefit from having in place creative individuals, particular institutional histories, or exceptional leadership. Although the smaller institutions may seem to possess greater flexibility for change, obstacles built up by sheer survival issues can preclude new initiatives. At the same time, international education seems to be increasing in strength at two-year colleges.
4. While adequate funding for international education programs is important, some of the more imaginative international education programs identified by the Council appear to thrive without significant external funding. The success rate seems more related to persistence and entrepreneurship, commodities not readily found on many campuses.
5. Campuses with strong humanities and foreign language traditions were found to be more likely to carry forward successful international perspectives.
6. A critical mass of participating students and faculty in international studies seems to be necessary before such programs can gain a more secure and permanent place in the college experience. Campus observers reported that they are seeing an increasing demand by students for courses with international dimensions.

Summary and Conclusions

From the outset, the task force deliberated what ought to comprise a college graduate's global understanding:

- **A fundamental understanding of the key elements of global and national interdependence**, as taught through the major fields of study in the humanities, the social sciences, the pure sciences, the applied sciences, and the professional disciplines. This understanding should equip college students to analyze and respond intelligently to domestic and international developments. Such competence should be evidenced by a student's independent analysis of the most important strands of the new global circumstances and comprehension of the

United States' increased interdependence with other nations for its national survival and economic growth.

- **A deeper knowledge and understanding of another culture**, as seen through its history, geography, language, literature, philosophy, economics, and politics. Student perceptions of another culture will substantially enhance their ability to understand the nation's needs and changing world position, and enable intelligent consideration of highly complex developments on the world scene. The sensitivities learned about other cultures, the increased capacity to analyze issues and consider other viewpoints, enhanced tolerance of differences, all contribute to a citizenry better able to cope with 21st Century problems and better able to approach conflict resolution.
- **General competency in a second language** as a basis for the fuller comprehension of other cultures and of one's own culture in the global context. Skills in specific languages are becoming increasingly essential for meaningful communication in a wide range of contexts. Students' access to effective foreign language instruction is therefore a necessary requisite to the college experience in the 1980s and beyond.

Our recommendations are consonant with achieving these objectives. The gaps that still exist between the typical academic preparation and world issues lead us to call for a substantial strengthening of the learning experiences to encompass a more world-oriented education. Neither the required student knowledge nor the educational capability is now sufficiently present to make that fuller national competence realizable.

To provide that necessary understanding of America's changing role in the world, a fundamental commitment will have to be made by our national leadership to bring about the necessary sensitizing of those in schools and colleges. Only by such a process can this new generation be familiar with, rather than estranged from, a world in unprecedented flux and uncertainty. From all of the evidence available, the task force believes that greater sophistication by this college generation in their understanding of the world—both present and future—must take high priority in educational planning for the eighties.

Most external funders of college programs do not presently encourage a widening of global learning perspectives. The federal government has been historically parsimonious in its international education funding. With but few notable exceptions, philanthropic and corporate giving to higher education has been radically reduced in support of international education. Also, state education agencies by and large have shown only a marginal interest in these issues. This is so despite the fact that virtually all states have come increasingly to rely on foreign trade and investments for revenues and jobs. Severe fiscal constraints imposed on academic institutions make the revitalizing of undergraduate learning more difficult though not impossible.

In our relations abroad, American interests are likely to be severely tested in the years ahead. Only by broad public discussion and understanding of the key questions of public policy, supported by a strengthened citizen understanding of the underlying issues of global relationships, can our foreign relations be successfully conducted in an open and participatory society. Educators of the eighties and nineties are responsible for making certain that Americans enter the 21st Century with a view as wide as the world.

International public questions—ranging from geopolitical concerns to global ecology, energy, food and hunger, to the world economy, and to Third World and Eastern Bloc issues—must now be seen in the political arena as issues largely integrated into the country's domestic concerns. The historic division between domestic and global agendas is rapidly disappearing. In the economic sphere, the internationalization of national economies and markets is already in an advanced stage of development. Betweeen 1950 and 1979, American exports increased from $10.2 billion to $175.3 billion. American assets abroad grew from $19 billion to $377 billion in the same period. Foreign direct investments in the U.S. rose from $3.4 billion to $40.8 billion.

These Council on Learning documents, together with our recommendations, are designed to give impetus to the effective internationalization of the college experience in this country. To do nothing is to be left behind as a country and as a people. We can no longer avoid those educational responsibilities that emerge from a global condition in which the ignorant and the innocent will be the losers.

June 1, 1981

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on
Education And The World View

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Related documents released in conjunction with the task force report on internationalizing undergraduate education.

I.	**A discussion and review of the responsibilities of the scholarly disciplines in a global age.**	**$4.95**
II.	**The World in the Curriculum: A 272-page curricular guide on every aspect of the campus environment.**	**$6.95**
III.	**A national directory of effective international college programs. Spiral-bound.**	**$7.95**
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VI.	**Comprehensive program kit for educational workshops and campus planning. In permanent-use binder.**	**$14.95**
VII.	**Complete ETS report of national survey of the global understanding of 3,000 college students.**	**$10.95**
VIII.	**Additional copies of this task force report: $2 for first copy and $1 for each additional copy.**	

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A Report of the
CARIBBEAN CONFERENCE
Mid-Level Manpower Technical/Vocational Training Projects

Sponsored by

THE ORGANIZATION OF AMERICAN STATES
THE REPUBLIC OF SURINAME
THE COMMUNITY COLLEGES FOR
INTERNATIONAL DEVELOPMENT, INC

APRIL 19 - 22, 1982
PARAMIBO, SURINAME

SEYMOUR H. FERSH
JAMES G. HUMPHRYS
BREVARD COMMUNITY COLLEGE • COCOA, FLORIDA 32922 • 1982

A REPORT OF THE CARIBBEAN CONFERENCE: MID-LEVEL MANPOWER TECHNICAL/VOCATIONAL TRAINING PROJECTS

This is the official report of the "Caribbean Conference: Mid-Level Manpower Technical/Vocational Training Projects" which was held in Suriname from April 19-23, 1982 under the joint sponsorship of the Organization of American States (OAS), the Republic of Suriname, and the Community Colleges for International Development, Inc. (CCID). The major objective of the conference was to encourage, facilitate, and implement trans-national and regional cooperation in educational projects.

Participating in the conference were representatives from the ministries of education of six Caribbean countries, officials from the OAS, six United States community college presidents, and staff members from the CCID. The Republic of Suriname also designated approximately 25 official observers who were present for most of the proceedings.

THE BACKGROUND OF THE CONFERENCE IN SURINAME

The 1982 conference was a follow-up on an international conference, "Mid-Level Manpower Training in Post-Secondary Education," which was convened by CCID in Cocoa, Florida in 1979. That conference was attended by representatives from 21 OAS-member countries, senior officials from selected educational and funding organizations including the OAS, and the presidents and project officers of CCID-member colleges.

The major purpose of that conference was to examine the need for mid-level manpower training in Latin American countries at the post-secondary level. The consensus of the conference participants was that such needs were critical now and would increase. It was recommended that a follow-up conference be convened which would be concerned more specifically with the ways which these needs for technical/vocational education could be addressed through regional and international cooperation.

PLANNING

With that mandate, OAS and CCID agreed to plan the follow-up conference. The detailed planning began in July 1981 with the OAS and CCID agreement on commitment of funds. In September they were joined in their planning by the Republic of Suriname which offered to host the conference in Paramaribo. This offer was accepted and the conference was scheduled for April 1982. The specific leadership for the OAS was provided by Michael Alleyne (Deputy Director of the Department of Educational Affairs), for the Republic of Suriname by Roy G. Adama (Inspector General of Technical and Vocational Education), and for CCID by James G. Humphrys (Executive Director). Information about the three sponsors is in Appendix A.

Since it was the intent of the conference to address international and regional cooperation, the conference planners decided to narrow the participation to a relatively smaller group of countries with specific cultural/geographic relationships. The Caribbean region was chosen, with particular inclusion of mainly English-speaking countries. The conference was designed to provide a variety of opportunities for different kinds of learning/sharing opportunities: presentations, panel discussions, group workshops, and final reports. The planners proposed the following major objectives for the conference:

1. Prepare an action plan for each country, based on its technical/vocational education needs in relationship to its national resources.
2. Develop regional education projects which can qualify for funding under specially designated grants from the OAS.
3. Identify those organizations which can provide services and/or financial assistance to help achieve the objectives of country or regional action plans.
4. Develop a preliminary prospectus which can be submitted by a country to prospective service and/or funding organizations.
5. Develop agreements among countries, individually or regionally, with each other and/or with Community Colleges for International Development.
6. Design a comprehensive plan for post-conference programs and projects which do not depend on external funding; for example, agreements for faculty exchanges, reciprocal consultantships, exchange of educational materials, and similar arrangements.
7. Explore possibilities for educational visits to selected CCID-member colleges by representatives from those countries which have specific interest in particular kinds of U.S.-based technical/vocational education.

PRE-CONFERENCE GUIDELINES AND ARRANGEMENTS

The conference planners agreed that OAS and CCID would jointly finance the conference. The Republic of Suriname agreed to provide the conference site and facilities, and in-country conference support which included secretarial staff, ground transportation, and cultural events. Additionally, CCID accepted responsibility for program and logistics coordination which included invitations, international transportation and fiscal administration. In December 1981, CCID representatives visited Paramaribo to inspect conference facilities and coordinate planning with representatives from the Ministry of Education.

In January 1982, invitations to attend the conference were issued by Dr. Maxwell C. King, Chairman of the CCID Board of Directors. Acceptances were received from Grenada, Guyana, Jamaica, the Netherlands Antilles, Saint Vincent, and Suriname.

Other pre-conference preparations were made: in February 1982 each conference participant was requested to provide professional biographical information

85°W
65°W
55°W
15°N
5°N
Gulf of Mexico
Yucatan Channel
THE BAHAMAS
CUBA
Turks and Caicos Islands (U.K.)
Cayman Islands (U.K.)
Windward Passage
HAITI
JAMAICA
DOMINICAN REPUBLIC
Mona Passage
Puerto Rico (U.S.)
British Virgin Is. (U.K.)
Virgin Is. (U.S.)
ATLANTIC OCEAN
Anguilla (U.K.)
Saint-Martin (Guadeloupe) and Sint Maarten (Neth.)
Saint-Bathelemy (Guadeloupe)
ANTIGUA AND BARBUDA
Saba (Neth.)
Sint Eustatius (Neth.)
St. Christopher (U.K.)
Nevis (U.K.)
Montserrat (U.K.)
Guadeloupe (Fr.)
DOMINICA
Martinique (Fr.)
ST. LUCIA
ST. VINCENT AND THE GRENADINES
BARBADOS
GRENADA
Tobago
TRINIDAD AND TOBAGO
Trinidad
Neth. Antilles (Neth.)
Caribbean Sea
MEXICO
BELIZE
GUATEMALA
HONDURAS
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
Panama Canal
PACIFIC OCEAN
COLOMBIA
VENEZUELA
BRAZIL
(Fr.)

The
CARIBBEAN BASIN

Names of independent countries are in capitals.

BOUNDARY REPRESENTATION IS NOT NECESSARILY AUTHORITATIVE

to be shared with others at the conference. In addition, each country representative was requested to prepare a presentation for the conference and to complete a four-page outline which included specific references to technical/vocational training in his or her own country: brief description of present programs, major changes being implemented, major plans for future changes, and programs and projects for which funding is needed.

In a parallel way, representatives from CCID were requested to make specific presentations concerned mainly with projects and programs in the consortium or member colleges. These presentations were to be accompanied by a written outline which included the following information: abstract of the presentation, recommended readings or studies to be consulted, and additional suggestions. The CCID representatives also received a packet of "background notes" with basic information about each of the participating countries.

A final distribution of materials prior to the actual convening of the conference occurred during the registration period when two packets were given to each participant: one prepared by the Surinamese containing information about education in Suriname; and the other, a CCID-packet containing information about the consortium, post-secondary education in the United States generally, and specific information about community colleges. Participants also received information about the work of the OAS and about the conference-site hotel, the Torarica.

Seymour Fersh, as CCID Program Coordinator, was responsible for the collection of pre-conference information from the participants, as well as dissemination of materials which were provided and prepared at the conference. In Suriname, the Conference Coordinator was Wim A. Udenhout, Director of the Bureau of International Relations on Education for the Ministry of Education and Community Development of Suriname.

CONFERENCE PROCEEDINGS

The conference was officially convened on Tuesday, April 19, 1982 at 9:00 a.m. by Mr. Adama, on behalf of the Republic of Suriname and the other conference co-hosts. The keynote address was given by Hon. H. H. Rusland, the Minister of Education for Suriname. He welcomed the participants and wished them success in their combined efforts to improve social and economic conditions in the Caribbean area, saying:

> *I am proud because hosting this conference is not only an indication by Suriname of the need for this sort of activities, but also a clear expression of our conviction that the solution of the manpower problem in this region can be arrived at through serious international cooperation . . . We are assuming that there is agreement on the principle that by comparing and exchanging experiences we can more effectively find permanent solutions for our common problems.* (Additional excerpts from Mr. Rusland's speech are in Appendix B)

The address by Mr. Alleyne which followed also endorsed international

MANAGEMENT INSTITUTE FOR TECHNICAL/VOCATIONAL SCHOOL ADMINISTRATORS

The management institute will be conducted in Suriname by faculty supplied by member institutions of CCID. It will last six weeks, and will accommodate sixty students. The tentative allocation is: Suriname (30); other OAS countries (20); and Guyana and the Netherlands Antilles (10). The general objective of the project is to provide a means of upgrading the management skills of technical/vocational school administrators.

MULTINATIONAL FACULTY DEVELOPMENT WORKSHOPS

Based on the successful model of Suriname-CCID programs, workshops will be conducted in six locations in the Caribbean for teachers in technical institutes. Workshops will be of four-week durations and will take place during July to September. The objectives of the workshops will be to upgrade the teaching skills and subject matter knowledge of technical institute faculty in the Caribbean. Fast changing technology necessitates such a program if their nations are to compete in the world market.

CURRICULUM DEVELOPMENT WORKSHOPS FOR FACULTY

The objectives of the program are: to rationalize curriculum offerings in identified areas at the post-secondary levels and to assure curriculum continuity; to identify areas of the syllabi which lend themselves to the use of self-instruction material; to create a cadre of persons skilled in curriculum design who can formulate programs in response to national and community needs; and to develop on-going methods of evaluation which involve students, instructors, administrators and educators so that programs will achieve their stated objectives. Two workshops of three-week's length, one in 1983 and the other in 1984, will be held in Jamaica. There will be fifty faculty members at each workshop with over half coming from other countries in the Caribbean.

FINAL SESSION

By four p.m. on Friday, April 23rd, the participants had completed the work of the conference and were ready for the "Summary and Closing Remarks" session which was held for the next hour. On behalf of the co-hosts, appreciation and gratitude were expressed by representatives of Suriname, OAS, CCID, and the other country representatives. General consensus was expressed and felt by all of the participants that the conference had not only met but even surpassed the aspirations and expectations of those who attended and planned the conference.

In commenting on the success of the partnership between Suriname and CCID, Mr. Adama said: "It is not easy for a small country such as Suriname to work with a large country such as the United States, but CCID has provided us with a comprehensive, cohesive way for our country to benefit from the expertise of nine U.S. community colleges which are purposely widely diverse in their geographic location and in their curricula."

When the conference participants departed from Suriname, they left with that good feeling of knowing that they had achieved their professional purposes and had experienced personal development as well. The conference had also made the participants much more aware of their responsibilities and opportunities.

POST-CONFERENCE COMMENTS, EVALUATION, AND FOLLOW-UP

While the above report provides an accounting of the planning and proceedings of the conference, it does not and cannot adequately convey a sense of the cordial and cooperative atmosphere within which the conference occurred. The Republic of Suriname was a perfect host: the conference facilities were excellent, the hospitality was generous and gracious, and the services of the secretariat were expert and cordial.

From the conference-opening address of the Minister of Education to the conference-closing reception which was hosted by the president of Suriname, it was clear that the work of the conference was considered to be significant and of great potential. Mr. Rusland's keynote speech "ascribed great importance to this conference" because it is "held at a point in the process of our development when we are thinking hard on how to solve the manpower problem . . . and those who during this conference will be speaking on behalf of the various Caribbean countries will be representing countries which basically have the same problems as Suriname." At the President's reception, conference participants were joined by additional selected guests including members of the President's cabinet and officials from the U.S. Embassy in Paramaribo.

Other evidences of the conference's importance in Suriname were clear: the opening session was attended by representatives from many government agencies, as well as trade union leaders and other interested agencies; a television interview with Suriname and CCID representatives was broadcast in prime time; and the conference was given front-page coverage in the nation's leading newspaper. All of this attention gave added incentives for productive work at the conference.

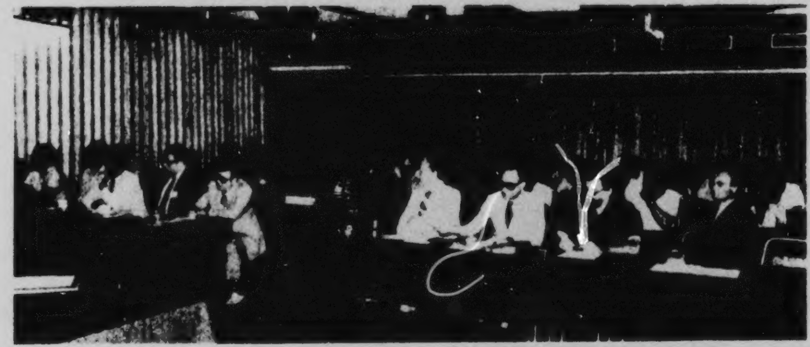
Upon return to the United States, CCID staff distributed detailed written evaluation forms to the conferees. The responses will be used in planning for future conferences and projects. The overall responses to each category of questions were positive; these questions were concerned with: *I. Pre-Conference Preparations* (advance notice; arrangements for ticketing, travel, and hotel; and requests for written material to be distributed at the conference); *II. Conference Facilities* (hotel and accommodations; meeting rooms; allowance for *per diem* costs; and conference support staff); *III. Conference Organization* (conference materials; conference schedule; social and cultural events); *IV. Conference Sessions* (opening and closing sessions, country representative presentations; Organization of American States presentations; Community Colleges for International Development presenta-

cooperation, reminded the participants that, "the OAS itself stands for collaboration in all respects," and that "what we are trying to do in this conference particularly is to bring together countries of different experiences but with similar problems. We hope that by bringing together presidents and experts from U.S. community colleges, along with persons who are also experts in their own countries, we can share experiences to the mutual benefit of all."

Mr. Alleyne also made major reference to ways in which the OAS could help financially through its multi-national fund for education, science, and culture with specific reference to its *Mar Del Plata Account*. This *Account* was created, in November 1979, to help with funding and, Mr. Alleyne added:

This conference itself is to some extent being financed from that Account and I hope that at the end of the conference there will be specific projects that will give countries here present a chance to gain access to some other money that is laying there, waiting to be used from the fund. But it is important that countries which have just joined an international organization such as the OAS also know that in order to extract benefits, one has also to invest some resources. (Additional excerpts from Mr. Alleyne's speech and reference to the *Account* are in Appendixes C & D)

The work of the conference followed a schedule which consisted of three main parts: presentations by country representatives, CCID presentations, and workshop sessions:



A. The presentations by country representatives were to present to the conference a summary of the educational system with emphasis on technical/vocational training, a sense of the status of national educational planning, and perceived needs for technical/vocational training and assistance.

B. The CCID presentations focused on techniques and specific types of projects that can meet technical/vocational training needs, and that have been successfully utilized in international education projects. Most of these examples were taken from CCID experience in bilateral education agreements with the Republic of China (Taiwan) and with the Republic of Suriname.

C. The workshop sessions were designed to provide the opportunity for the country representatives to develop plans and projects relative to their perceived needs for technical/vocational training and assistance. OAS and CCID representatives served as resource persons for these sessions. Administrative and secretarial support for the workshop sessions was provided by the conference secretarial staff.

COUNTRY PRESENTATIONS

The conference benefited by having the country presentations first because those reports provided the participants with a common knowledge of what was being done and what needed to be done in those countries which were seeking assistance. In all the presentations, it became clear that each of the countries had been assessing their needs and finding that they needed more technical/vocational education in their school systems.

Each of the country presentations varied somewhat in style and substance, but each tended to include general references to the kind of information which had been requested in the preconference guidelines. Each of the presenters distributed written materials to supplement their remarks.

PART TWO

THE FLORIDA EXAMPLE

Progress in international education is being made internationally, nationally, and locally. In this Part, we focus in particular on the state level, using Florida as an example. Our example is not typical, however, because Florida is definitely one of the leaders in advancing international ecucation. This progress will become clear from the excerpts in this section of the book.

A Resolution passed in Florida's House of Representatives "Recognizing and Supporting the Components of International Education in Higher Education in the State" was followed by legislation which directed Florida's Department of Education in consultation with the Department of Commerce to study the State's activities and future needs related to international education, particularly those aimed at promoting international trade and business.

Another example of where progress occurred in Florida is represented by excerpts from the "State Plan for Global Education in Florida: Findings and Recommendations." The report, written by members of the Florida Advisory Council on Global Education, provided leadership and information which other international education institutions and individuals used effectively.

Further leadership in Florida and implementation of international education programs have come from the Florida Collegiate Consortium for International/Intercultural Education. See its Fall 1982 Newsletter which indicates the Consortium's membership and activities; p. 3 is particularly informative because it surveys the first five years of the consortium as reported by its initial and continuing executive director, William Greene. The final two entries in this Part are examples of international education programs at Valencia and Broward community colleges.

State of Florida

HOUSE OF REPRESENTATIVES

Resolution 960

By Representative C. Hall

A resolution recognizing and
supporting the components of
international education in higher
education in the state.

WHEREAS, the 96th Congress of the United States, in 1980, passed Concurrent Resolution 301 which called for increased emphasis on international studies and foreign language at all levels of American education, and

WHEREAS, the President's Commission on Foreign Language and International Studies, in 1979, concluded that "nothing less is at issue than the nation's security" if measures are not taken to increase the international understanding and competencies of United States citizens, and

WHEREAS, the State Board of Education, in 1979, adopted the Resolution to Support the Concept of Global Education, and,

WHEREAS, in 1980, the Board of Regents endorsed the recommendations of the President's Commission on Foreign Language and International Studies to improve language study and multilingual/multicultural education in the state, in order to increase Florida's capabilities of attracting international commerce, and requested supplemental funding for 1980-1981 to support interinstitutional consortia for international/intercultural education, and

WHEREAS, in 1980, the National Assembly on Foreign Language and International Studies concluded that a fully integrated international curriculum is required to "produce a well-informed and proficient citizenry" and that all Americans should work toward assimilating a global perspective and attaining proficiency in more than one language, and

State of Florida

HOUSE OF REPRESENTATIVES

WHEREAS, the Department of Education recently endorsed and supported the creation of the Florida Advisory Council for Global Education, and this advisory council has developed a State Plan for Global Education in Florida, and

WHEREAS, the impact on our nation of recent world crises, such as the Cuban and Haitian refugees, the situations in Afghanistan and El Salvador and the holding of United States citizens as hostages, dictates the need for increased global knowledge and understanding, and

WHEREAS, the increasing interdependence of nations demands that citizens be educated for decision-making in a global society, and

WHEREAS, the formal study of foreign language in the United States has declined alarmingly in the past decade at a time when greater language capacity is required for national security and economic interests, and

WHEREAS, more than 500,000 persons who were not United States citizens resided in Florida in 1981, and

WHEREAS, there are 22 international ports of entry in Florida, and

WHEREAS, in 1980, goods valued at $10.34 billion were exported from Florida ports and goods valued at approximately $6 billion were imported through Florida ports, and

WHEREAS, in Florida, in 1981, there were 276 foreign-owned companies which employed more than 20,000 workers, and

WHEREAS, in 1980, direct foreign investments from 40 countries totaled over $1 billion in Florida, and

WHEREAS, there are five foreign trade zones in Florida, and

WHEREAS, in 1980, there were 24 Edge Act Banks and 23 foreign banks in Florida, and

WHEREAS, more than 40 nations maintain consulates in Florida, and

WHEREAS, in 1981, there were more than 2 million international visitors to Florida, and

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State of Florida

HOUSE OF REPRESENTATIVES

WHEREAS, since the enrollment of international students provides United States students with exposure to other countries, cultures and perspectives, and the experiences of international students in the United States lead to the development of favorable attitudes towards the United States by the international students, many of whom are future leaders of their native countries, approximately 11,600 international students were enrolled in Florida community colleges and universities in 1980-1981, and

WHEREAS, for the year 1980-1981, the economic impact on the Florida economy of the recommended monthly maintenance for these 11,600 international students was approximately $63.8 million, excluding money for fees, tuition, books, insurance, travel, and dependents, and

WHEREAS, participation in a study abroad or faculty exchange program offers the participant the opportunity to experience another country and culture, thus providing knowledge and insights into differing value systems and perspectives of the world, and

WHEREAS, the student who has studied abroad is frequently better prepared to enter the job market and is a more valued and skilled employee in an increasingly interdependent world, NOW, THEREFORE,

Be It Resolved by the House of Representatives of the State of Florida:

That the House of Representatives of the State of Florida recognizes the importance of the components of international education programs in Florida community colleges and universities, including foreign language studies, the promotion of global awareness, the infusion of international dimensions into on-campus curricula, the enrollment of international students, opportunities for students and faculty to study and work abroad, and community involvement.

BE IT FURTHER RESOLVED that the House of Representatives of the State of Florida supports efforts to further these components of international education in higher education in the State of Florida.

This is to certify the foregoing was adopted on March 16, 1982.

Speaker

Allen Morris

Clerk of the House

ACTION TAKEN BY THE FLORIDA LEGISLATURE IN 1983

The Florida Legislature enacted CS/HB 758 which directed the Department of Education in consultation with the Department of Commerce to study the State's activities and future needs related to international education, particularly those aimed at promoting international trade and business.

Commissioner of Education Ralph Turlington subsequently appointed Dr. Richard Alterman to be the director of the Project for International Education and Economic Development; his address is: Knott Building, Tallahassee, Florida 32301 (telephone 904/487-1630).

The text of the legislation follows:

> An act relating to commercial development, creating s. 288.062 Florida Statutes; directing the Department of Education in consultation with the Department of Commerce to develop a comprehensive plan to promote better relations between certain organizations in the state and foreign nations; requiring completion of the plan by February 1, 1984; providing for the required elements of the plan; providing for a statewide conference; providing applicability; providing an appropriation; providing an effective date.

Be it Enacted by the Legislature of the State of Florida:

> Section 1. Section 288.062, Florida Statutes, is created to read; 288.062 Comprehensive plan for better relations --
>
> (1) The Department of Education in consultation with the Department of Commerce shall develop a comprehensive plan to promote better relations and understanding between business, industry, educational institution, and other organizations in the State of Florida and foreign nations, especially those in the Caribbean area and in South and Central America, through cooperative study, training, research and business promotion.
>
> (2) The plan shall be completed and submitted to the Cabinet, the Speaker of the House of Representatives, and the President

of the Senate by February 1, 1984.

(3) The plan shall assess existing resources and recommend strategies and additional funding requirements for at least, but not limited to, each of the following objectives:

(a) promotion of Florida as an international center for business, cultural, academic, and political interchange;

(b) provision of coordination among the various agencies of the state and between the state and the Federal Government with respect to international business and international education interchange;

(c) enhancement of marketing research capabilities to assist neighboring nations interested in Florida markets, and training opportunities.

(d) enhancement of marketing research capabilities to assist Florida business interested in the areas of international trade, banking, tourism, and technical development;

(e) provision of training opportunities for international groups;

(f) provision of cross-cultural and language training;

(g) research in areas affecting international exchanges, including, but not limited to, population growth, technical literacy, and trade limitations;

(h) the utilization of the State's public and private colleges and universities in meeting the international development and educational needs of the state;

(i) promotion of instructional activities in the state's public educational system to international concerns.

(4) A statewide conference shall be authorized to provide broad involvement in the development of the plan.

(5) It is the intent of the Legislature that the provisions of this act are statewide in scope and application.

Section 2. Funds in the amount of $70,000 and 1.5 F.T.E. are hereby appropriated to the Department of Education for fiscal year 1983-84 to carry out the provisions of this act.

Section 3. This act shall take effect July 1, 1983.

STATE PLAN FOR GLOBAL EDUCATION IN FLORIDA:
FINDINGS AND RECOMMENDATIONS

Florida Advisory Council on Global Education

December, 1981

EXECUTIVE SUMMARY

In January, 1980 the Florida Advisory Council on Global Education convened to develop this state plan for global education and to provide related policy recommendations to the Florida Department of Education. The Council drew support from the Global Awareness Program at the School of Education, Florida International University in Miami. The Council's membership comes from the various segments of Florida's educational community and geographic regions.

The Advisory Council suggests that: Global Education is the process which provides students and individuals with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex global society. In addition, education for a global perspective includes at least the following components: 1) the ability to conceptualize and understand the complexities of the international system; 2) a knowledge of world cultures and international events and; 3) an appreciation of the diversity and commonalities of human values and interests.

It is important to note that education for a global perspective is not: a new curriculum, a new course to be added to a school's curriculum, a political or world government movement, an ivory tower concept, or a panacea for domestic problems. In fact, it is an attempt to strengthen national well-being, foster domestic economic development, promote educational excellence, help citizens more fully develop human potential, and a planned attempt to integrate global perspectives into existing school curriculum.

Global education is vitally important to Florida's future. Approaching 10 million people, Florida ranks seventh among the states in total population. It is the fastest growing state in the nation and is expected to rank fourth in the 1990 census. With its rapid growth and multicultural character, Florida's population makes the State one of the dynamic areas in the entire industrial world.

Florida's population growth is occurring at the same time that the world's economy is rapidly becoming more interdependent. Therefore, Florida's economy is growing to maturity in the context of global interdependence. In 1979-1980, for example, the State's international trade increased by 40% over the previous year.

Floridians need to become aware that the State is not living in social, economic, and political isolation from the rest of the world and they as individuals, their community, and the State are linked to and dependent on a global system for existence. In fact, Florida's and the Nation's security, prosperity, and way of life are dependent in large part on citizens developing the capacity to understand other nations and cultures and therefore to be able to participate in international economic, social, cultural, and political policies and decisions.

Florida has made a number of specific commitments to the development of global education policies and projects. In 1979, the State Board of Education passed a "Resolution to Support the Concept of Global Education." In August 1979, the Florida Department of Education published an Inventory of Global Education in Florida. In January 1980, the Florida Advisory Council on Global Education was convened. Since 1977, thirteen postsecondary institutions in Florida have joined together to form the Florida Collegiate Consortium for International/Intercultural Education. The federal government has funded global education projects at two of Florida's public universities and several of Florida's community colleges. Finally, the Commissioner of Education, Ralph D. Turlington, has twice publicly stated his commitment to global education.

The Council's findings and recommendations are intended to outline the necessary ingredients for a planned approach for global education throughout Florida. Recommendations are designed with flexibility to insure that local school districts are able to develop global education activities consistent with local needs. The plan is based on certain premises -- that it is not a new curriculum or course; that it is not a state mandate; that it is to be community oriented; and that education for a global perspective is vital to Florida's pursuit for educational excellence and economic development.

Accordingly, the Council developed the following general recommendations:

1) A Governor's Commission on Global/International Studies and Foreign Languages should be convened with support provided by the Office of the Governor, the Department of Education and other state agencies.

2) A full-time, career-service position within the Department of Education should be developed to coordinate international education activities throughout the State and give leadership and direction to State international education policy.

3) State policies should not be mandates but serve to encourage the development of local, regional, and institutional policies. Policies involving specific requirements, program and pedagogical changes, and the creation of rules should be derived from local initiatives.

4) The Office of Teacher Education, Certification, and Staff Development in the Department of Education should conduct a review of the teacher certification and recertification requirements and to consider the addition of a global/international dimension to the Florida Teacher Certification Examination.

5) The Student Assessment Services Section of the Department of Education should consider preparing and conducting a statewide social studies test which would include a dimension to assess student knowledge of the world.

6) The Department of Education should take the leadership in promoting the development of local networks in global education.

7) The Instructional Materials Section of the Department of Education should develop global education criteria to be used in textbook adoption.

In addition to the general recommendations, the Council drew up specific recommendations to cover related conceptual issues, as well as appropriate educational and governmental agencies, organizations, and institutions. The list of topics addressed includes the following:

The Florida Department of Education
Local Schools, School Districts, and School Boards
State, Community and International Agencies
Area Study Centers
Universities
Community Colleges
Adult and Community Education Programs
Teacher Education Programs
Foreign Language Study
Multicultural Education
Libraries, Media, and Learning Resource Centers
Research and Evaluation Needs
Law Related Education

Council members believe the plan will not succeed unless it is understood that action must be the concern of all levels of educational systems, from kindergarten through graduate training and research. Action must also be the concern of the private foundations, of business and labor, of the media, of the local communities, of professionals and volunteers alike.

THE FLORIDA ADVISORY COUNCIL ON GLOBAL EDUCATION

In January, 1980 the Florida Advisory Council on Global Education convened to develop this state plan for global education and to provide related policy recommendations to the Florida Department of Education. The Council drew support from the Global Awareness Program at the School of Education, Florida International University in Miami. The Council's membership, listed below, comes from the various segments of Florida's educational community and geographic regions. In all, the Council met four times in open session at the Host International Hotel in Tampa and the Collins Building in Tallahassee.

In addition to preparation of the State Plan, the Advisory Council has carried out other functions. In May, 1981 the Council sponsored a special global awareness session in Tallahassee for members of state government interested in and/or related to Florida's interactive role with the world. At this meeting, guests were able to meet Council members, discuss global studies in Florida, and to view the National School Boards Association videotape entitled, "The Global Connection." Commissioner Ralph D. Turlington addressed members and guests and reiterated his concern and support for global education.

One of the more significant functions performed by the Advisory Council was its service as the nucleus for an evolving statewide network in global education. As the group's existence became known and publicized, interested scholars, citizens, educators, and organizations contacted Council members to learn more about Council activities and goals as well as to offer support. The Council added these people to its mailing list, kept them apprised of the Council's activities, and invited them to attend Council meetings. Many accepted this invitation and attended more than one meeting. Council members encouraged all guests to participate in their deliberations, thereby keeping the dialogue open in an atmosphere of free exchange. In this way the Council has provided statewide leadership for both global and international education.

ACKNOWLEDGEMENTS

The Florida Advisory Council on Global Education is much indebted to friends and colleagues who where kind enough to read this document, attend meetings, and to give the benefit of their advice. Special recognition should be given to Dr. Donald E. Williams, Dr. Thomas A. Breslin, Ambassador Robert Ryan, Dr. Catherine Cornelius, Dr. Abdelwahab Hechiche, and Mr. James Becker for their consistent participation, contributions, and concern.

Special gratitude is extended to Professor Jan L. Tucker, Director of the Global Awareness Program at Florida International University for his support and his keen professional leadership.

The Council is grateful to Commissioner Ralph D. Turlington for encouragement and concern for international understanding.

Appreciation goes to the Chief State School Officers for financial support provided for this document.

Finally, the Council especially wishes to thank Mrs. Donna Moriarty and Mrs. Dolores de la Guardia for patience and skill in typing this document.

Richard Alterman
Chairman, Florida Advisory Council
on Global Education

LIST OF MEMBERS

Agency Represented	Titles
Global Awareness Program	Dr. Richard Alterman (Chairman) Assistant Professor of Education School of Education Florida International University Tamiami Trail Miami, Florida 33199 (305) 554-2724
International Area Studies	Dr. J. Doyle Casteel Professor of Education School of Education University of Florida Gainesville, Florida 32611 (904) 392-0761

Agency Represented	Titles
Florida Council for the Social Studies	Dr. Wentworth Clarke/Dr. Fred Green* Professors of Education Institute for Law in Social Studies Education College of Education University of Central Florida Orlando, Florida 32816 (305) 275-2161
Florida Department of Education	Dr. Patrick H. Dallet Educational Policy Analyst Florida Department of Education 1701 Capitol Building Tallahassee, Florida 32301 (904) 488-1812
Public School Administration	Mr. Frank De Varona Principal, Miami Edison Senior High School 6161 N. E. 5th Court Miami, Florida 33127 (305) 751-7337
School Board	Dr. Kay E. Glasser Member, Sarasota County Public School Board 605 Longboat Club Road 1103 North Longboat Key, Florida 33548 (813) 953-5000
Community College	Dr. William E. Greene Chairperson, Division of International/ Intercultural Education Broward Community College 1000 Coconut Creek Blvd. Pompano Beach, Florida 33066 (305) 973-2206
Teacher Education Programs	Dr. William C. Martin Department of Elementary/Secondary Education The University of West Florida Pensacola, Florida 32504 (904) 476-9500
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*Was appointed to replace Dr. Clarke who is on sabbatical leave in London.

Agency Represented	Title
Bilingual & Foreign Languages Education	Dr. Arnhilda Gonzalez-Quevedo Associate Vice President Florida International University Tamiami Campus Miami, Florida 33199 (305) 554-2151

PREFACE

Global education is vitally important to Florida's future. Approaching 10 million people, Florida ranks seventh among the states in total population. It is the fastest growing state in the nation and is expected to rank fourth in the 1990 census. With its rapid growth and multicultural character, Florida's population makes the State one of the dynamic areas in the entire industrial world.

Florida's population growth is occurring at the same time that the world's economy is rapidly becoming more interdependent. Therefore, Florida's economy is growing to maturity in the context of global interdependence. In 1979-1980, for example, the State's international trade increased by 40% over the previous year.

Population growth and economic interdependence mean that Florida's institutions, including its education system, must change. New perspectives are needed. Creative leadership is required. Formal education in the State is expected to lead the way. Global education can assist Florida's citizens to meet the challenges of the global age and to ensure that all shall share fully in its opportunities and benefits.

The excellent work of the Florida Advisory Council on Global Education is testimony to the grass roots power of education for a global perspective. Members of the Advisory Council have freely contributed their valuable expertise to advance at the state level an idea whose time has come in their communities and in their universities and schools. Their contribution to the improvement of education statewide is public service of the highest order. Their report and recommendations on global education offer an avenue for achieving the standard of excellence in education that has been established by Florida's leaders and citizens to meet the challenges of the 1980s and beyond.

The Florida Advisory Council on Global Education is grateful to Ralph D. Turlington, Commissioner of Education, for his early and vigorous leadership in global education and for his support of the work of the Council itself. The Council's report is a challenge to all Floridians who share an interest in the State's global future to transform this strong beginning into a reality in our schools and universities.

Jan L. Tucker
Professor of Education
Director, Global Awareness Program
Florida International University

DEFINITION

The Florida Advisory Council on Global Education suggests that: Global Education is the process which provides students and individuals with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex global society. In addition, education for a global perspective includes at least the following components: 1) the ability to conceptualize and understand the complexities of the international system; 2) a knowledge of world cultures and international events and; 3) an appreciation of the diversity and commonalities of human values and interests.

Advisory Council members synthesized this definition from a review of the variety of definitions offered in the literature and policy statements concerned with global education. Council members agreed that this definition both conveyed their understanding of global education as it related to international education and was flexible enough to permit local schools and communities to initiate global education projects adaptive and appealing to the needs of local citizens.

As the definition suggests, global education embraces the study of nations, cultures, and peoples, with emphasis on how these elements are interconnected, how the relationships change, and what individuals should be concerned with in a world of global interdependence. Furthermore, education for global perspectives draws on present academic disciplines and expands them to meet this circumstance. Finally, it provides opportunities for developing more realistic views on world problems, issues, and prospects,and the basic knowledge and skills essential for life in a global age.

An interdisciplinary and cross-disciplinary emphasis is central to global education for the development of global perspectives requires intellectual contributions from many sources. As the U.S. Commissioner of Education's Task Force on Global Education stated in its 1979 Report with Recommendations:

> "Global perspectives must be grounded broadly in the various disciplines--the natural sciences, the humanities, and the social sciences-- and must also draw upon a fresh analysis of systems and other concepts." (p. 4)

Global education is about people as individuals and as members of a society. It is about how societies and individuals relate to the world's environment, institutions, and social, political, and economic systems as well. Therefore, global education must include the study of foreign languages, other nations and cultures, geographic regions, multicultural and ethnic awareness, and such world-based concerns as energy and environment. In this way education for a global perspective is likely to be interdisciplinary.

It is important to note that education for a global perspective is not: a new curriculum, a new course to be added to a school's curriculum, a political or world government movement, an ivory tower concept, or a panacea for domestic problems. In addition, global education does not devalue patriotism or national independence. In fact, it is an attempt to strengthen national well-being, foster domestic economic development, promote educational excellence, help citizens more fully develop human potential and understanding and, integrate global perspectives into existing school curriculum.

GENERAL RECOMMENDATIONS

A. Governor's Commission of Global/International Studies and Foreign Languages

It is increasingly in the interests of the states to educate their citizens for a new world role. Several state education agencies have begun to take on a facilitating and coordinating role in encouraging global perspectives. Some states, such as Oregon and Washington, have acted on the recent report of the President's Commission of Foreign Language and International Studies and are sponsoring their own commissions and task forces. These have served to create a wider awareness and are a necessary first step toward sustaining academic interest in global questions.

A Governor's Commission on Global/International Studies and Foreign Languages should be convened with support provided by the Office of the Governor, the Department of Education, and other state agencies. Membership should be broader than the Florida Advisory Council on Global Education and include representatives from business, government, education, and international agencies. The Commission should address recommendations produced in this document as well as provide leadership and direction for international education in Florida.

B. Statewide Coordinator for Global/International Education

A full-time career-service position within the Department of Education should be developed to coordinate international education activities throughout the State and give leadership and direction to State international education policy. The emerging and rapidly growing statewide network in global and international education mandates this.

C. Form of Global Education Policies

In any state, global education policies can take a variety of forms, including local, institutional, district, regional, and statewide. Obviously, some policies will have more impact than others. Historically, Floridians have relied primarily on local communities as well as individual educational institutions to identify policy needs and make appropriate responses. A unified approach however, must be taken if global education is to gain the necessary momentum and address its immediate need.

State policies should not be mandates but serve to encourage the development of local, regional, or institutional policies. State policies could be used to promote cooperation between Florida's school districts, counties, communities, colleges and universities as well.

Policies involving specific requirements, program and pedagogical changes, and the creation of rules should be derived from local initiatives. In fact, the primary source for the development of global education policies should come from the local level.

D. State Education Regulatory Units

Teacher Certification: The Office of Teacher Education, Certification and Staff Development should consider the addition of a global/international dimension to the Florida Teacher Certification Examination. This would in turn help to encourage teacher education programs to create a global dimension for their curriculum.

The staff should conduct a review of the teacher certification and recertification requirements and consider ways to refine and upgrade requirements for teachers of social studies, foreign languages, and international studies. Furthermore, the Commissioner of Education should have staff consult with active professionals in global education currently residing in the State to help prepare this review.

Student Assessment: The Student Assessment Services Section of the Department of Education should consider preparing and conducting a statewide social studies test which would include a dimension to assess student knowledge of the world and world issues. Guidance should be sought from the Council on Learning and the Educational Testing Service which jointly conducted a 1979 national assessment of college student knowledge of global issues and international affairs.

Textbook Adoption: The Instructional Materials Section of the Department of Education should: a) conduct a survey of the State's currently approved social studies texts to determine those embracing global education concepts; b) develop global education criteria to be used in textbook adoption; c) recommend alternative materials for use until a text is satisfactorily prepared; and d) compile materials from other states.

E. Development of State and Local Networks in Global Education

Global education is most successful where educators, parents, and the community leaders combine their resources at the local level. In fact, global education is best conceived as a grass-roots activity. It has a potential for releasing human energies and resources because more people can understand the need and can become productively involved. This local aspect requires educators to re-examine assumptions about program development and take a fresh approach to teacher training.

Educators can play a decisive role in marshaling community resources in support of global education. Effective global educators are those who have close contacts in the community. Staff development and teacher education in global awareness should be conceived as a broad change process. Teachers, school administrators, and college professors need to see themselves as change agents in the community. Local networking is critical for the long term success of global education.

The Department of Education should take the leadership in promoting the development of local networks in global education. It should recognize and take full advantage of current state, regional, and local global education networks operating in Florida.

Florida Department of Education

Findings:

Support from the Department of Education and the Commissioner of Education is critical if global education is ever to become a reality in the State. The leadership role that is expected from the Department of Education and the Commissioner is enormous. A concept such as global education depends upon firm backing from the State's centralized administration with its leadership and dissemination mechanisms if real success is to be achieved. Significant demand for global education exists in Florida's local communities. The Department of Education, through minimal structural and policy changes, could easily capitalize on this interest. Certainly a more defined leadership role would prove useful.

The Department of Education can enhance global education through programs that are already in place. These would include teacher development programs and state-sponsored workshops for teachers and staff. It is also in the economic interest of the State to encourage programs that bring institutions of higher learning and transnational enterprises into closer collaboration.

Recommendations:

- Consideration should be given to the addition of global education competencies when the Department reviews its current list of 24 generic competencies for teacher certification.

- The Commissioner of Education should direct staff to identify innovative methods to motivate teachers at all levels to develop global perspectives, including: merit pay, tuition waivers, stipends for overseas summer programs, and foreign language acquisition rewards.

- The Department of Education should encourage broader opportunities for students from many cultural backgrounds to participate in the learning experiences of their peers. Such participation, whether in or outside the classroom, contributes substantially to the enhancement of student global understanding.

- The Department of Education staff should provide technical assistance to help school districts and schools initiate global education projects.

- The Commissioner of Education should direct staff to update the 1979 publication entitled Florida Inventory of Global Education Resources. The Inventory should be expanded to include information on non-formal educational, foreign language, and study abroad resources.

Community Colleges

Findings:

Integral to Florida's postsecondary education system to educate its citizens are the 28 community colleges. Their community bases and local commitments tie them to local people and institutions. Over 109,000 students received Associate of Arts degrees in 1978/1979 from these institutions. Clearly, the State's community colleges can play a significant role in helping Florida's citizens change their concept of the world and its relation to their community.

At present, many of these institutions are committed to global/international education. Eight community colleges are members of the Florida Collegiate Consortium on International/Intercultural Education. Several of the State's Community Colleges have Task Forces on Global Education including Daytona Beach Community College. Brevard and Florida Jr. College are members of the Community College Cooperative for International Development. Many institutions offer courses with international themes including business, history, political science, behavioral science, geography, music, humanities, and fine arts. Broward Community College, Brevard Community College and Florida Junior College offer academic programs in international studies. Daytona Beach Community College, Valencia Community College, and Miami-Dade Community College are considering a general education area requirement for international education while Broward Community College has implemented such a requirement. Finally, study abroad programs, international exchange programs, and courses in foreign language study can be found at most of Florida's community colleges. In fact, Broward Community College has a center in Spain.

Recommendations:

- Each of the State's community colleges should set up an institutional global education task force to review current program and course offerings, make appropriate changes, and develop an institutional plan for global education. The task force's primary goal would be to strengthen and improve the structure, quality, coverage, and utilization of course offerings in the field of international studies.

- Each of the State's community colleges is urged to add one or two course requirements to all Associate of Arts degree programs apart from required language study. Students, for example, could be required to take courses with international themes such as international banking and finance, Latin American history, or international economics. This could be a course taken in place of an elective, or a course consistent with current program requirements.

- Each community college should conduct global awareness seminars for faculty and administrators. This could be coordinated by the institutional task force.

- Each community college should expand its continuing education, Community Instructional Services, and adult education programs to include activities related to international studies, global awareness, and the development of global perspectives.

- Community college presidents and administrators should review the results of both Broward Community College's and Brevard Community College's federally funded projects to develop Associate of Arts degree programs in International/Intercultural Studies as well as to incorporate International/Intercultural concepts into selected occupational and technical programs leading to the Associate of Science degree.

- Community colleges should be encouraged to join in the Florida Intercollegiate Consortium for Intercultural/International Education.

- Community colleges should either develop or make use of existing study abroad programs and encourage student participation.

- Community colleges should adopt policy statements in support of Global Education and have these policy statements formally adopted by their Governing Boards.

Community and Adult Education

Findings:

Americans have raised to a high art the techniques of community education and citizen participation related to domestic affairs. Florida has achieved this through its Community Instructional Service program (CIS). These same techniques can be applied to global problem solving. The goals of community education on international issues include helping people develop a fuller awareness and understanding of their community's place in the world, creating opportunities for citizens to work together on international concerns, and offering an effective avenue to channel local responses to international issues. As more Americans become aware of their stake in participating in decisions that determine world affairs, community education on international issues will take on increased importance.

Adult education plays an important and very logical part in global education as well. Every democratic society depends on a well-informed citizenry. The nature of our interdependent world has required that an "informed" citizen possess a global perspective. Thus, the consequences for educators and schools are clear; Global Education has, to date, focused on social studies programs in K-12 and at the college and university levels. However, what needs to be expanded in the future are the specific ways in which adult and community education and the current emphasis on lifelong learning will complement research efforts. This growth in adult education is necessary to insure that all citizens, not just the young, become informed in international affairs and to prevent the possible exclusion of adult education from the broad global education movement now underway.

Recommendations:

-Adult and Community Education Section administrators and staff need to integrate global dimensions into current state priorities for adult and community education. This would permit Florida's educators and school districts to complete for funds under Section 310-311 of the Adult Educational Act and initiate local global education projects for adults.

-Florida Department of Education staff related to adult and community education programs should publicize the need to tie global perspectives to adult and community education.

-Instructors, staff, and administrators of Florida's Community Instructional Service programs should recognize the need to view community problems from a global perspective and amend current policies accordingly. Community Instructional Services' Regional Coordinating Councils should develop policies whereby priority is given to course offerings with global dimensions.

-Special effort must be made to draw adult and community educators into the developing statewide network for global education. Furthermore, the inclusion of adult and community educators into local planning networks is crucial.

The Relationship Between Foreign Language Study and Global Education

Findings:

There is a close relationship between the study of foreign language and the development of global perspectives. Americans general lack of understanding of other cultures is probably directly related to American disinterest and thus incompetence in foreign language. A student studying in another culture in which he or she is fluent in the native language surely can only help the student to more fully understand that culture. In order to repair the damage to America's competitive economic edge, managers in government and business need to develop foreign language skills in addition to global perspectives.

The Council concurs with the findings on foreign language of the President's Commission on Foreign Language and International Studies. It agrees that Americans lack of competence in foreign language skills is alarming and that "vital interests are impaired by the fatuous notion that our competence in other languages is irrelevant." (p. 6) The Council also supports the notion that America's lack of foreign language competence diminishes American capability to meet success in diplomacy, foreign trade, and in citizen understanding of other cultures, economies, and social and ecological systems.

Recommendations:

-The Council supports the recommendations on foreign language found in Strength Through Wisdom, A Critique of U.S. Capability, a report to the President from the President's Commission on Foreign Language and International Studies.

-The Commissioner of Education, as a member of the Board of Regents, should urge the Board to study and consider the reinstatement of foreign language requirements in higher education programs. In addition, as the Chief State School Officer, he should urge the inclusion of foreign language requirements for secondary education.

-At the K-12 level foreign language teachers should be encouraged to work with social studies teachers to develop curriculum and lessons which would lead to the appreciation of second language development as it relates to global understanding and economic opportunities.

-Student academic advisors need to become better informed about the value and uses of second language development.

-Universities should consider support mechanisms to improve the quality of the training of teachers of a foreign language.

-In general, language education should start earlier and last longer.

-Florida's teachers should be encouraged and eventually required to possess foreign language skills. For example, credit toward teacher recertification in all subjects might be awarded for foreign language study. In addition, special recognition of individual achievement by both teachers and students might include study abroad.

FLORIDA COLLEGIATE CONSORTIUM FOR INTERNATIONAL/INTERCULTURAL EDUCATION NEWSLETTER

FALL 1982

CONFERENCE ON INTERNATIONAL EDUCATION

The Community Colleges for International Development, Inc., will sponsor its Sixth Annual Conference on International Education February 6-9, 1983. The conference, entitled "The Community of Tomorrow — Futures in International Education," will be held at the WALT DISNEY WORLD Conference Center near Orlando, Florida. The program is designed to serve a wide variety of interests and levels of expertise, and will feature presentations by outstanding practitioners, as well as seminars and round table discussions in areas such as international student services, study abroad programs, faculty development, technical assistance and international consortia.

A special feature of the conference will be a briefing and conducted tour of EPCOT Center, and an evaluation of its use as a resource for international/intercultural education and understanding. Registration and reservation forms, as well as the conference schedule are available. For further information, call (305) 632-1111, ext. 305 or write: Community Colleges for International Development, Inc., Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.

QUEBEC CONNECTION

A five-member delegation representing the steering committee of the FCCI/IE went to Atlanta in September to meet with Quebec government officials to explore possibilities for international/intercultural exchange between Florida and Quebec. The FCCI/IE delegation consisted of Seymour Fersh, James Gollatscheck, William Greene, Tanya Saunders-Hamilton, and Robert Vitale. M. Jean-Louis Lontin, Assistant Director-General of College Education with the Quebec Department of Education was also present for the work sessions.

Discussion focused on a variety of intercultural cooperative activities including faculty and student exchange, cultural programs, and the promotion of French Summer Schools ("le francais, langue americaine") in Quebec with a view of implementing several cooperative efforts during the 1982-83 academic year.

In May 1983, The Florida Collegiate Consortium for International/Intercultural Education, in cooperation with the government of Quebec, proposes to conduct a comprehensive, one-week faculty seminar in the province of Quebec. Seminar members will attend lectures, discussions, and detailed briefings on social, political, economic, and historical topics relating to the province.

INTERNATIONAL/INTERCULTURAL ACTIVITIES AT MEMBER INSTITUTIONS OF THE FLORIDA COLLEGIATE CONSORTIUM FOR INTERNATIONAL/INTERCULTURAL EDUCATION

BREVARD COMMUNITY COLLEGE

1. The Community Colleges for International Development, Inc. (CCID) published in November *A Report of the Caribbean Conference: Mid-Level Manpower Technical/Vocational Training Projects.* The *Report* is based on a conference held in Suriname under the joint sponsorship of the Organization of American States, the Republic of Suriname, and the CCID. The major objective of the conference was to encourage, facilitate, and implement transnational and regional cooperation in educational projects. To order the *Report*, send one dollar for postage/handling to: CCID, Brevard Community College, Cocoa, Florida 32922.

2. Brevard Community College will offer several study abroad programs in the summer of 1983. A three-week program in May will be to Scandinavia and the Soviet Union; other later programs will be to Western Europe including the United Kingdom, France, Italy, and Germany. Students may earn six semester credits. For complete information, contact Dr. Robert Aitken at (305) 254-0305.

3. The Community Colleges for International Development, Inc. (CCID), will sponsor a summer program at the University of Konstanz in West Germany from July 21 - August 22, 1983. Six undergraduate credits are offered by Brevard. Classes are taught by American professors. The first week of the program will take place in Salzburg and Munich. The program includes tuition, meals, and airfare from eight departure cities for approximately $2000. For further information, contact James Humphrys at (305) 632-1111.

BROWARD COMMUNITY COLLEGE

1. Broward Community College's Division of International Education has received renewed funding for 1982-83 from the U.S. Department of Education to continue its project of internationalizing the on-campus curriculum. The grant, funded through DOE's Undergraduate International Studies and Foreign Language Program, is in the amount of $36,000. Four new international courses will be developed and several courses currently offered will be revised to include more international and non-Western content. International business courses will be emphasized during the second year of the project; an A.S. degree in international business will be developed during the year. Foreign language instruction will be expanded, library and audio-visual materials will be acquired, and several consultants will visit to assist project faculty.

2. Expanding upon its already outstanding foreign language program, Broward Community College will be offering instruction in five new critical languages during 1982-83. Beginning in the fall term, courses in Beginning Arabic and Beginning Japanese will be offered. Courses in Hebrew, Chinese, and Portuguese will be added in Term II. Each course will be offered for three semester hours credit.

These new foreign language courses are taught on a self-instruction basis under the aegis of the National Association of Self-Instructional Language Programs (NASILP). As self-instructional courses, students learn at their own pace from cassette tapes, textbooks, and periodic meetings with native-speaking tutors.

BERNARD SLIGER ELECTED PRESIDENT OF THE FLORIDA COLLEGIATE CONSORTIUM FOR INTERNATIONAL/INTERCULTURAL EDUCATION

Dr. Bernard Sliger of Florida State University has been elected president of the FCCI/IE. Dr. Sliger's willingness to serve in this position appreciated.

Out-going president Dr. James Gollattscheck has served two terms as president of the consortium. The steering committee of the FCCI/IE unanimously passed a resolution expressing appreciation to Dr. Gollattscheck for his outstanding leadership as president.

3. The 1982 study-abroad program saw approximately 100 students participate in five different courses. The countries that were visited included the Netherlands, Germany, Austria, Switzerland, England, Paris, Egypt, Greece, Mexico, and Ireland. The 1983 summer study-tour program is currently under development.

4. The Semester-in-Spain program continues to grow with nearly 200 students having participated in the program since it was developed in 1979. Students spend four months living and attending classes in Seville. The cost for the program is approximately $1000-1200 for the full term. For further information, contact William Greene at (305) 973-2206.

DAYTONA BEACH COMMUNITY COLLEGE

1. Beginning in September 1982, running through May 1983, Daytona Beach Community College has retained the services of Ms. Cristina Schwarz as a Foreign Curriculum Consultant, under a grant from the United States Department of Education. Cristina is currently assisting in the preparation of two courses — one on Mexico and one on Intercultural Communication — as well as work with faculty on a variety of curriculum materials across the campus.

2. On October 21, 1982, Daytona Beach Community College observed a campus-wide celebration of UN Recognition Day (its fourth annual event).

3. Other activities on campus include the completion of an extensive campus survey on its own local resources in the area of international education and the initiation of a weekly student newspaper column on intercultural awareness.

4. Future plans include (a) possible implementation of an A.A. degree in International Studies; (b) a campus-wide curriculum review for internationalizing current courses and programs; and (c) extension of the study abroad program.

FLORIDA INTERNATIONAL UNIVERSITY

Florida International University is planning three summer study abroad courses: (1) Summer Courses at the University of Cambridge include (a) "Education in Britain Today," July 3-16; (b) "The Golden Age of British Art and Architecture," July 10-23; (c) "Chaucer's England," July 24-August 6. All are three semester hours; enrollment limited to 20 in each course. Cost: $1795 plus tuition. To include roundtrip airfare Miami-London, bus to and from Cambridge, half-board (breakfast and evening meal) and 13 nights lodging in one of the Cambridge colleges, 25 sessions of instruction from Cambridge faculty; (2) Cambridge Board of Extra-Mural Studies International Summer Course, "Britain into the Nineteen Nineties," July 10-August 6. Nine semester hours of credit available from FIU. Cost $1990 plus tuition. To include items as above but with 25 nights lodging and 81 contact hours of general lecture and special subject instruction; (3) A two-week study/travel tour of the Netherlands is planned for June 25-July 9. One week of seminars in Dutch schools, the Ministry of Education, and Delft University will be complemented with an additional week of travel in Holland, Germany, and Switzerland. Accommodations will be first-class with two meals daily. Cost: $1800 including transportation, meals, and tours.

FLORIDA STATE UNIVERSITY

1. The SUS Florence and London Programs: As a result of new arrangements in Florence and London, FSU has been able to reduce its Florence and London Program student fees 37% per semester for the 1982-83 academic year.

2. A special 8-week Florence summer program is being planned for June-August 1983. For details, write to Dr. Victor Carrabino, Department of Modern Languages, Florida State University, Tallahassee, FL 32306.

3. Professor John Reich, resident director of the Florence Study Center has been elected chairman of the Association of Foreign Academic Programs in Florence, Italy.

4. November 30, 1982, was designated as this year's date for the 7th Anniversary of Florida-Yugoslavia Day. The program focused on (a) U.S. Yugoslav Economic and Political Trends, (b) Comparative Federalism, and (c) Federalism and International Affairs. Distinguished economists, bankers, legislators, and diplomats from Europe and the United States attended.

5. FSU celebrated its 25th year in Panama on May 15, 1982, with annual commencement exercises and a Silver Jubilee Concert given for students, faculty, and friends of the university at the Teatro Nacional. During commencement, 43 graduates of the FSU Panama Canal Branch heard invited speaker Nicolas Ardito Barletta, Vice President of the World Bank, pronounce that the FSU Panama Canal Branch has been a "beacon of light" in Panama for twenty-five years. Barletta pointed to the "foremost challenge to all of developing our nation-state and our people as a maturing, positive force, proud of our past, idealistic and optimistic about our future, realistic and disciplined about our present, fair and compassionate with our fellow men and happy in our outlook on life."

6. For the third year in a row, students from FSU and other universities were given the opportunity to improve their command of the Spanish language and study Latin American culture and society by living and attending classes in a Central American country for 7 weeks.

7. The International Students Office at FSU publishes three handbooks of basic information for foreign students: *The International Handbook* for incoming foreign students, *The Handbook for International Wives*, and the *Host-Family Handbook* for people participating in the host-family program.

MIAMI-DADE COMMUNITY COLLEGE

1. The North Campus at Miami-Dade Community College is sponsoring a series of seminar presentations with national and local experts on international education, travel, and trade. The first presentation was on November 12 with Dr. Reginald Wilson of the American Council of Education speaking on the needs of African States in the area of initiating plans for a community college system in Africa.

2. The South Campus Intensive Spanish Program, a 12-credit course for beginners, has met with such success that an intermediate and an advanced level have been added. Designed for the business and professional community, students attend classes 15 hours per week. The results have been excellent.

3. Miami-Dade Community College has enrolled 4664 international students on its campuses this term. This is the largest body of international students of any college or university in the United States.

4. The North Campus will be implementing the following summer study abroad programs in London: (a) Two two-week seminars in July 1983 entitled "Business Leaderships and Management Skills in International Trade for Minority Businessmen"; (b) Police Science Division will sponsor one two-week seminar on "Comparative Police Policies and Practices with Scotland Yard"

FLORIDA COLLEGIATE CONSORTIUM FOR INTERNATIONAL/INTERCULTURAL EDUCATION

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Valencia Community College

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in July; (c) One five-week study of comparative studies with Industrial Technology with an emphasis on Robotics, starts in June; (d) Graduate courses for faculty in the social sciences and the humanities (jointly sponsored with Richmond College); and (e) Undergraduate courses for high school juniors, seniors, and college level students at Richmond College.

5. The South Campus again operated the Summer in France programs at Aix-en-Provence and Avignon. A total of 56 students and 3 faculty members participated. Two new programs "Spring in Italy" and "Summer in England" also operated, and they will be offered again this academic year. These short-term programs offer reasonable cost and six credits from MDCC. A "Spring in China" program and "Architecture in Europe" program will be added during spring 1983.

PALM BEACH JUNIOR COLLEGE

1. In July 1982 twenty Palm Beach Junior College students travelled to England, Scotland, Wales, and Ireland as part of the First Annual Study Tour in International Business. In summer 1983, the Study Tour in International Business will be in residence in London for four weeks and

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THE FLORIDA COLLEGIATE CONSORTIUM FOR INTERNATIONAL/INTERCULTURAL EDUCATION: FIVE YEARS OF PROGRESS

by William Greene

International education is on the move in Florida. While several colleges and universities had been active in a variety of programs for some time, 1977 signaled the beginning of a more coordinated approach with the formation of the Florida Collegiate Consortium for International/Intercultural Education.

The consortium is the result of a growing awareness among colleges and universities in Florida of the importance of international/intercultural education and also the realization that the sharing of existing programs, as well as a cooperative approach toward new efforts, can produce substantial benefits for higher education students in Florida. The initiative for the organization came from several community college presidents. Among them were Dr. A. Hugh Adams, Broward Community College; Dr. James Gollattscheck, Valencia Community College; and Dr. Maxwell King, Brevard Community College.

The first half of 1977 saw the consortium take shape. Earlier efforts to form a statewide organization involving all Florida colleges had failed to produce a consensus, and the decision was made to proceed with those institutions that were committed to the concept. At a statewide meeting held in 1977 and attended by representatives of several two-year institutions, agreement was reached to move ahead with the creation of the organization. Six community colleges formed the nucleus; other institutions would be invited to join as they became interested. A steering committee, whose task was to draft the consortium agreement, was appointed.

The consortium agreement provides that the organization be governed by a board of directors and a steering committee. The board of directors, comprised of the presidents of the member institutions and chaired by one president elected by the board, provides general direction for the consortium. Dr. Hugh Adams and Dr. James Gollattscheck were the first two presidents of the consortium, and Dr. Bernard Sliger of Florida State University serves as consortium president for 1982-84. The steering committee is comprised of institutional representatives appointed by each member of the board of directors. Steering committee officers include executive director, associate director, and secretary-treasurer. The steering committee meets regularly three times a year and is responsible for coordinating and implementing the various activities of the consortium. Dr. William Greene of Broward Community College has served as executive director since the consortium was formed in 1977.

The consortium was created to serve a multitude of purposes and to provide the greatest flexibility possible for the participating institutions in making available to their students opportunities in international/intercultural education. Specific purposes of the organization, as stated in the consortium agreement, are:

1. To provide international/intercultural learning experiences for students enrolled in the participating colleges and universities;
2. To make available means for exploring and promoting a variety of international/intercultural cooperative activities;
3. To offer opportunities for professional development of each participating college's staff;
4. To help conserve limited resources through cooperative efforts;
5. To create and maintain a common catalog of information concerning international/intercultural courses, programs, and activities;
6. To engage in constructive efforts to promote ease of transfer of international/intercultural course credits among the participating institutions;
7. To foster efforts to increase awareness of international/intercultural education;
8. To assist in efforts to increase the international dimension in the curriculum in each of the participating institutions;
9. To continue to seek to ensure the quality of international/intercultural education programs;
10. To serve as a liaison agency among national organizations and consortia;
11. To promote opportunities for the sharing of international/intercultural educational expertise among the participating institutions; and
12. To arrange workshops, special seminars, and opportunities for other special activities on international/intercultural education.

While the initial thrust for the consortium originated with community and junior colleges in Florida, it was agreed at the outset to solicit the involvement of the state university system. Several universities were conducting on-going programs in the field of international education, and it was felt that they could provide valuable assistance and expertise and also derive benefits of their own. The original membership of the consortium enjoyed the active participation of one university, Florida International University, and four additional universities applied for membership during the first year of operation. As of the fall of 1982, the consortium has fifteen members: nine community/junior colleges, five universities, and one private college. These member intitutions are among the largest in Florida. They have collectively an enrollment in excess of 300,000 students; this represents approximately 60% of the total higher education student population in the state.

Several major accomplishments have been realized during the first five years of operation. A statewide meeting was held in 1977 in which representatives of member colleges and universities met with higher education leaders and government officials from Jamaica for the purpose of exploring study program possibilities in that country. This led to a successful joint venture between Valencia Community College and Broward Community College that saw students from both institutions study geology and sociology in Jamaica. Member institutions participated in a two-month statewide visitation by an internationally recognized educator from India in 1978. In 1981, faculty from member institutions participated in a series of workshops sponsored by the Consortium for International Studies Education (CISE); these workshops emphasized increasing awareness of global issues at the undergraduate level. The executive director of the FCCI/IE served on the Florida Advisory Council on Global Education which produced the *State Plan for Global Education in Florida*; the consortium finally endorsed the plan and sponsored a reception in Tallahassee in honor of its adoption by the Florida Board of Education.

A consortium newsletter has been published twice each year since 1980. This newsletter has provided a valuable service by disseminating information regarding international/intercultural activities among member institutions and throughout the state. Ms. Joyce Howard of Florida State University serves as the editor of the newsletter.

A major purpose in establishing the consortium was, of course, program-sharing, and this has been of particular value in the area of study-abroad programs. Many colleges and universities in Florida have been conducting highly successful overseas academic programs for many years; the consortium has become a vehicle whereby these programs are made available to all students enrolled at consortium institutions. While this had always been technically possible, the framework was established for the systematic distribution of information. A common catalog of study-abroad opportunities has been developed and each member institution is able to offer the programs of other member institutions. Community/junior college students may participate in programs sponsored by member universities. Broward has developed a Semester-in-Spain program that has been shared with all member colleges and universities; cooperating institutions may advertise the program as their own and any number of students can be served. Finally, future potential for overseas study programs is ennanced as cooperative efforts by two or more institutions will result in a sharing of resources and greater student involvement.

The consortium authored and sponsored a resolution for consideration by the state legislature recognizing and supporting the components of international education in higher education in Florida. The Florida House of Representatives formally adopted the resolution (HR 960) in March 1982, and this resolution stands as a strong statement of legislative support for international education activities in the state.

Two statewide international education conferences have been sponsored by the consortium. The first, held in Hollywood in 1979, had as its theme, "Global Perspectives; Internationalizing the College Curriculum." The 1981 conference in Winter Park emphasized "International Perspectives in Higher Education." Both conferences were designed to serve the needs of teaching faculty in colleges and universities and provided specific information on developing and improving international education activities. Each conference attracted more than 125 participants.

Future activities planned for the consortium include programs to be conducted in cooperation with the government of Quebec. A review of policies and evaluation procedures for overseas academic programs, and a third statewide international education conference tentatively scheduled to be held in Tallahassee during the fall of 1983.

International/intercultural education is indeed moving ahead in Florida. The commitment being demonstrated by consortium colleges and universities is encouraging. Higher education is addressing the global agenda and establishing it as a priority item. Problems persist, but there is a growing awareness of the importance of providing today's college students with an international/intercultural dimension. While institutions will continue to act independently in many ways, the Florida Collegiate Consortium for International/Intercultural Education provides a vehicle by which much can be accomplished.

will then travel on to Paris, Brussels, and Amsterdam. Business visits will still be a key ingredient of the tour.

2. Ayako Uchiyama presented a dance drama concert at PBJC in September 1982. Ayako, well-known for her unique treatment of songs and dances won national critical acclaim and the coveted "Hokkaido Cultural Prize" in Japan. In addition, Ayako, who is also known for her perceptive views on Eastern art, presented a Japanese theatre film-lecture to the students of the art, drama, and music classes.

3. The Continuing Education Office at PBJC presented a seminar on "Japanese Management: A Style, A Culture" in November 1982. William H. Doherty conducted the seminar. The course explored Japanese business practices and their relationship to managerial methods which increase productivity, improve morale, and reduce employee turnover. Other topics included new employee hiring, industrial relations, the team approach, quality control circles, management selection, problem solving and decision making, negotiation, and communications motivations.

4. The PBJC Center for Multi-Cultural Affairs and the Science Museum of West Palm Beach cosponsored a Contemporary Cherokee and Seminole arts and crafts exhibit November 21-December 12. The works of three dozen of the most talented Cherokee artists and craftsmen were shown, including stone and wood carvings, masks, dolls, jewelry, pottery, and baskets.

5. A free concert of Chinese and Western music was presented in the PBJC auditorium in November. The concert was cosponsored by the PBJC Center for Multi-Cultural Affairs and the U.S.-China Peoples Friendship Association of Palm Beach County.

PENSACOLA JUNIOR COLLEGE

Pensacola Junior College celebrated International Day on October 19. One goal was the recognition of the existence and importance of cultural elements in the community. It also hoped to provide students on the PJC and UWF campuses to meet one another as well as to meet internationally minded members of the community. An ultimate goal was to strengthen awareness of global interdependence in today's world. Among the countries to be covered in presentations were Africa, Scotland, Germany, Taiwan, Mexico, and Spain. Dr. Walker displayed objects and pictures from Sierra Leone and Liberia in West Africa.

THE UNIVERSITY OF SOUTH FLORIDA

1. A planning group of five faculty members at USF has proposed the formation of an International Center for the Study of Violence. The proposed center would have three major functions: (a) to provide on-going research projects on the causes of violence and terrorism; (b) to develop active educational programs pertaining to violence and terrorism; and (c) to establish research archives. Participating faculty members are Mitchell Silverman, Robert Taylor, Kathleen Heide, Harry Vanden, and A. Hechiche.

2. Dr. Thomas Curtis, economics professor at USF, is planning a study and travel program to American World War II sites for next summer. The 15-day program in Europe will be spent studying and touring the major battlegrounds and museums of WWII. The tour will begin in London and end in Amsterdam, with stops in Paris, Luxembourg, Bohn, Berlin, and Dusseldorf. Three credit hours are offered to both undergraduates and graduates. Tentative dates are May 7-21. For more information, contact Dr. Curtis.

THE UNIVERSITY OF WEST FLORIDA

The University of West Florida is currently involved in several areas of international activities:

1. Dr. Ralph E. Eubanks, UWF communication arts faculty member, is the Mary Ball Washington exchange professor for the spring semester at University College Dublin;

2. The UWF presently has four students, Paula Ross, Ann Vickers, Frank O'Connell, and Jim Scheid on scholarship at the University College Dublin for the fall semester;

3. UWF student Mr. Constantine A. deBodisco will be attending the Mandarin Training Center at the National Taiwan Normal University next year as the first scholarship student from UWF (the scholarship is granted by the Bureau of Cultural and Educational Relations in Taiwan);

4. UWF has recently established faculty and student exchange programs with the Universidad del Norte-Chile and the Bolivian University System;

5. Dr. L. Eugene Baldwin, associate professor of management, will be UWF's first exchange professor with the Pontificia Universidad Javeriana (Bogota, Columbia) during the spring semester 1983. Dr. Baldwin will be undertaking a sabbatical research project entitled "Dissemination Networks for Culturally Based Management Development Knowledge and Techniques in Columbia;

6. UWF will undertake a student exchange program with Arcadia University (Nova Scotia) and the University of Quebec (at Chicoutimi) beginning with the summer semester 1983;

7. During the spring semester 1983, Ms. Ilse Barnes, assistant librarian, will be on a professional development leave at National Kaohsiung Teacher's College in Taiwan; and

8. Currently (fall semester 1982) Mr. Duncan E. Stewart, assistant professor of art, is teaching at the SUS Florence Study Center administered by Florida State University.

VALENCIA COMMUNITY COLLEGE

1. Valencia Community College is sponsoring a WORLD SERIES during 1982-83. This will consist of "celebrations" of four regions/cultures for one month each and a culminating "Brotherhood of Man" celebration cosponsored by the Offices of Minority Affairs and International Education. During the month that a region is being highlighted a diversity of activities take place including films, language overviews, exhibits, slide presentations, performances, lectures, demonstrations, foods, and workshops. The planned celebrations are:

October	Orient
November	Latin America
February	Africa
March	Middle East
March	Brotherhood of Man Celebration

Faculty members are encouraged to highlight the selected regions/cultures in their courses during the months of the WORLD SERIES by using related examples, inviting guest speakers, showing films, inviting a panel of international students to class, assigning attendance at one or more of the scheduled activities or in some way bringing the selected region into the classroom. Among the activities on the October calendar for the "Celebration of the Orient" were a presentation on Japanese culture by a native woman, a demonstration of origami, presentations by Robert J. Ryan, former assistant secretary-general of the United Nations, oriental films, a presentation by Dr. Gulnar Bosch (Professor Emeritus of art history at FSU and specialist in Eastern art), a performance of Chinese dance and song by the Youth Goodwill Mission Tour from Taiwan, Republic of China, the official opening of the WORLD SERIES by William Frederick, mayor of Orlando (presentations on the "Impact of Internationalization on Central Florida" and "International Career Opportunities" by community leaders), an oriental cooking demonstration and fashion show, a martial arts demonstration, a demonstration of Japanese brush painting, having oriental foods served by campus cafeterias, and oriental art exhibits. For further inforamtion about the WORLD SERIES, please contact Julia Ribley at (305) 299-5000.

2. The various aspects of the international education program at Valencia Community College now are housed under one roof in a portable building. The office is now "headquarters" for the coordinator of English as a second language, the coordinator for study abroad and faculty exchanges, the international student advisor for West campus, two faculty members who are highly involved in the international education program, and the coordinator of international education. You are invited to visit Valencia's International Education Office when you are in central Florida.

BROWARD COMMUNITY COLLEGE
William Greene

International Education Program

Broward Community College is a large, multi-campus institution serving the metropolitan Fort Lauderdale, Hollywood, and Pompano Beach areas of Southeast Florida. In 1980, the service area (Broward County) had a population of over one million. The county is comprised of 29 municipalities, as well as large unincorporated areas. It is bound on the east by the Atlantic Ocean and on the west by the Florida Everglades.

More than 30,000 students are enrolled at Broward Community College. Of these, over 20,000 are credit students. Approximately one-third attend on a full-time basis while two-thirds are part-time students. Several thousand non-credit students are served through community service programs.

Perhaps as much as any state, Florida can serve as an excellent example of why an increased emphasis on foreign language and international studies is of critical importance to the United States. Several facts can be cited as evidence of the increasing international character of Florida:

. More than 40 nations maintain consulates in Florida.

. Florida has established international trade bureaus in Frankfort and Tokyo.

. 13 international ports have been established in Florida by the United States Customs Bureau.

. Hundreds of international flights operate daily from Florida airports.

. More than 1/2 million non-U.S. citizens currently reside in Florida.

. Direct foreign investment in Florida exceeds 1 billion dollars.

. In 1981, exports from Florida ports exceeded 11 billion dollars while approximately 7 billion dollars in imports entered the United States through Florida. This represented a 50% increase since 1979.

. In 1981, over 2½ million international visitors came to Florida.

. Almost 15,000 foreign students are enrolled in Florida colleges and universities.

It must be noted, however, that the rapid internationalization of Florida has occurred concurrently with the development of problems unique to the state. The recent influx of refugees from the Caribbean into South Florida has created considerable economic and social problems for the state which in turn have contributed to the development of a backlashagainst many things perceived as "foreign." This reaction has hampered efforts to promote international understanding. At a time when Florida's future is largely tied to international developments, many Floridians have become resentful of the multicultural nature of the population.

Broward Community College's strong commitment to international/intercultural education is evidenced by a policy statement adopted by the District Board of Trustees which states:

Broward Community College recognizes the importance of providing for students an international and intercultural dimension. As citizens of the United States and as inhabitants of planet Earth, today's students will be confronted throughout their lives with issues that transcend national boundaries. So interconnected is the political and economic world that some understanding of current issues and the events that shape them, as well as an appreciation for other cultures and customs throughout the world, is now basic to good citizenship. This has become an essential aspect of today's curriculum.

It is further recognized that community colleges have a major responsibility in providing an international/intercultural dimension because of the increasing numbers of students for whom the community college will provide their only college-level educational experience. Moreover, the nature of the community college, and its emphasis on serving a local constituency, requires that the global agenda be addressed.

It is the policy of Broward Community College to encourage and support the development of the many aspects of international/intercultural education. These would include:

1. A structured process for the involvement of the community and the college.
2. Study-abroad programs.
3. The internationalizing of the curricula.
4. Proper and effective programming of international students on campus.
5. Programs of an international/intercultural nature for the community.
6. Student, faculty, and staff exchange programs.
7. Consultant and support services with foreign institutions.
8. Staff and program development activities.

ORGANIZATION

International Education at BCC is administered by the International Education Institute. This college-wide academic division reports directly to the vice president for academic affairs and is responsible for the overall coordination of international education at Broward Community College. Headed by a full-time director, the institute is able to draw on the talent and expertise of faculty members in departments and divisions throughout the College. This college-wide, interdisciplinary approach has succeeded in involving scores of faculty members and administrators in various international education projects.

Several supplemental positions have been established to coordinate the various components of the program. Reporting to the division director is the international student coordinator and the international curriculum facilitator. These positions are held by faculty members who are compensated through reduced teaching loads. In addition, several country coordinators have been appointed to administer overseas academic programs offered in various foreign locations.

A college-wide International Education Committee, comprised of faculty members and administrators from all three campuses, reviews the international education program and offers recommendations for future activities.

THE CURRICULUM

Broward Community College has taken a significant step toward internationalizing the curriculum by adopting a general education area requirement for international/intercultural education. Effective since the fall of 1980, all students seeking the Associate in Arts degree at BCC are required to earn at least six semester hours credit in courses that contain a major international content and emphasis. Departments and divisions have identified many existing courses to meet this requirement, and several new courses have been developed. This requirement ensures that all Associate in Arts degree graduates of the College will receive some exposure to courses of a global nature.

INTERNATIONAL CURRICULUM PROJECT

During 1981-83, BCC's Division of International Education received a two-year grant from the U.S. Department of Education for the purpose of adding international dimensions to the on-campus curriculum. The project, funded through DOE's Undergraduate International Studies and Foreign Language Program, involved virutally every department, division, and campus at BCC. New international courses were developed, several existing courses were revised to include more non-western material, and two international modules were developed. BCC's foreign language instruction capabilities have been expanded through membership in NASILP (National Association of Self-Instructional Language Programs). An Associate in Arts degree program in International Studies and an Associate in Science degree program in International Business have been developed. Several consultants with international expertise visited BCC to assist project faculty. Numerous resource materials (Human Relations Area Files, Films, Library holdings) were acquired during the grant period, and several workshops were conducted for project faculty.

OVERSEAS ACADEMIC PROGRAMS

Broward Community College offers several overseas academic programs for students of all ages. Both short-term (summer) and long-term (semester) programs are offered. Examples of study-abroad programs offered at BCC include:

SEMESTER-IN-SPAIN PROGRAM: The BCC Center in Spain was established in 1979 to provide students with an opportunity to study for several months in a foreign country at reasonable cost. Students live and attend classes in the beautiful city of Seville, Spain, and earn 15-18 semester hours credit by participating in the program. Unlike other programs in Spain, the Broward program does not require proficiency in Spanish — any student may participate as the language of instruction is English. Students participating in the Spain Program may choose from several housing options including Spanish families, private apartments, dormitories, and pensions. The approximate per student cost is $2000 per semester, including air fare.

In addition to the Semester-in-Spain Program, BCC makes available to students semester-length programs offered by other colleges who are members of the College Consortium for International Studies (CCIS). These would include academic programs conducted in London, Germany, Italy, Ireland, France, and Israel.

SUMMER FOREIGN-STUDY PROGRAM: Broward Community College also conducts several short-term overseas academic programs in foreign locations during the summer terms. These courses, which are open to any interested person in the community as well as currently enrolled students, provide an excellent opportunity to combine the foreign travel exeprience with academic instruction. By taking advantage of group rates and favorable arrangements with area travel agents, the College is able to offer these overseas academic programs at considerable savings. All foreign-study courses combine on-campus instruction with the foreign travel experience. Participants typically earn six semester hours of credit in a variety of subjects; many courses are of an interdisciplinary nature. These courses are fully accredited and may be applied toward a degree at BCC or used for other purposes such as certificate renewal and/or incentive awards for public school teachers. Five different summer programs are being offered in 1984 including in-residence courses at Cambridge University, study-tours to the Orient and Western European capitals, a Conversational Spanish course visiting several Iberian cities, and the Anthropology Field School in Merida, Yucatan, Mexico.

INTERNATIONAL STUDENTS

More than 400 international students representing approximately 50 nations are enrolled at Broward Community College. They contribute a valuable international dimension to the student population, and the College is committed to meeting their special needs. The office of International Student Coordinator was established in 1978.

TECHNICAL ASSISTANCE PROJECTS

Broward Community College has entered into a five-year "Agreement of Cooperation" with Kolej Damansara Utama, located in Kuala Lumpur, Malaysia. Under the terms of the agreement, Broward is working closely with KDU in establishing and offering a two year, U.S. parallel program in Kuala Lumpur.

Kolej Damansara Utama is a newly established (1983) private educational institution registered with the Ministry of Education of Malaysia. The Ministry of Education has granted approval to KDU to conduct external and internal academic programs. The American program is offered as an internal college diploma program.

Malaysian students enrolled in the American program at KDU will typically complete 45-60 semester credits at the freshman/sophomore level before applying for admission on a transfer basis to colleges and universities in the United States. KDU has adopted the Broward curriculum and is utilizing BCC's course numbers and titles, catalog descriptions, course outlines, faculty criteria, and academic standards. Courses are conducted in English. Broward teams make several on-site visits to Kuala Lumpur each year to ensure parallelism and quality. KDU (not Broward) will issue transcripts reflecting academic work completed. The purpose of the Broward/KDU cooperative arrangement is to establish a quality U.S. equivalent program in Kuala Lumpur, thereby facilitating the transfer of Malaysian students to American colleges and universities.

AFFILIATIONS

Broward Community College holds membership and is actively involved in several state and national organizations whose purpose is to promote international education. These include:

1. The International/Intercultural Consortium of the American Association of Community and Junior Colleges (AACJC). This Consortium enjoys a membership of more than 50 two-year institutions throughout the United States who are interested in promoting international education. BCC's President, Dr. Hugh Adams, served as Chairman of the Consortium during 1981-82.
2. The Florida Collegiate Consortium for International/Intercultural Education (FCCI/IE). This Consortium, comprised of 15 colleges and universities in Florida, was created in 1977 for the purpose of encouraging and promoting international education efforts among institutions of higher education in Florida. A recent accomplishment of the Consortium was the sponsorship of a resolution in support of international education which was formally adopted by the Florida House of Representatives in 1982, and by the Florida Senate in 1983. BCC's Director of International Education has served as the Executive Director of this statewide organization since its formation.
3. The College Consortium for International Studies (CCIS). More than 50 colleges and universities are members; the major emphasis of this consortium is overseas academic programs. BCC is represented on the Executive Committee.
4. Broward Community College also holds institutional memberships in NAFSA and the Institute for International Education (IIE).

FACULTY DEVELOPMENT

BCC recognizes that faculty support and involvement is essential for the long-term success of the international education program. Faculty development opportunities must be provided to secure this on-going support. Many BCC faculty members and administrators have attended conferences on international education sponsored by the Florida Collegiate Consortium for International/Intercultural Education and other organizations. Several BCC faculty members have participated in European Economic Community-sponsored seminars in Belgium and Government of Québec sponsored seminars in Montreal and Québec City. Faculty exchanges have been successfully conducted in cooperation with the College's center in Seville, Spain. BCC's study abroad program has provided more than 30 faculty members and administrators with opportunities for travel to foreign locations; these individuals often become key supporters of the international education effort.

OTHER ACTIVITIES

BCC President Hugh Adams has been a participant in several group visitations to foreign countries for the purpose of reviewing educational systems or to provide educational expertise and assistance to foreign educators. In October 1979, he visited India as the guest of that government. He and two other U.S. educators conducted conferences with universities throughout India explaining the organization, staffing, operation, funding, academic programs, and services offered by two-year community colleges. The consultation was sponsored by the U.S. Education Foundation of India and the Fulbright Scholars Lecture Series. Additionally, Dr. Adams joined a team of Florida educators in a visit to Kuwait in April 1980. The purpose of the visit was to review the technical and vocational education system of the State of Kuwait and to recommend modern and effective methods of dealing with its current and future requirements. The final report has been accepted by the Government of Kuwait. Follow-up visits in conjunction with an accreditation inspection were conducted during 1981-83; BCC's Vice President for Student Affairs and Executive Director of Technical Education also participated in these visitations. In 1981 Dr. Adams served as a U.S. delegate to the Organization for Economic Cooperation and Development (OECD)-sponsored conference in Paris convened to discuss higher education policies in the 1980s.

CONCLUSION

For many years, educators and psychologists have referred to the term IQ as an index of intelligence. Perhaps it is time for us to consider a new term that will have special relevance for all levels of education, as well as for this nation's prosperity and security in the coming decades. We can call this new term IIQ - "International Intelligence Quotient." The IIQ of Americans is not very high. We must reverse this situation if America is to meet its international responsibilities, if American business is to survive in an increasingly competitive world, and if American citizens are to exercise responsibly their rights in a democratic society. Broward Community College is committed to this goal.

THE WORLD SERIES

Julia Ribley
Valencia Community College

Greater understanding of other countries, cultures, peoples and perspectives is an essential component of the educational process for effective citizenship in an increasingly interdependent world and in multi-cultural Central Florida. To further this understanding, the International Education Office, college-wide, is sponsoring a WORLD SERIES during 1982-83. This program exposes students, faculty and staff to the geography, languages, politics, religions, history, arts, traditions, foods, life-styles and educational systems of other countries and cultures.

The WORLD SERIES consists of "celebrations" throughout the college of four regions/cultures for one month each and a culminating Brotherhood of Man Celebration co-sponsored by the Offices of Minority Affairs and International Education. During the month that a region is being highlighted a diversity of activities takes place at the college including films, language overviews, exhibits, slide presentations, performances, lectures, demonstrations, and foods. The WORLD SERIES has much potential, especially in the community college, for it involves students, faculty, administrators, career service (support) personnel and the community. The concept of the WORLD SERIES immediately gained support by individuals already involved in International Education.

Based on the responses to a college-wide survey to determine the interests in the WORLD SERIES and the regions/cultures to be highlighted, the

Steering Committee for International Curriculum Development planned the WORLD SERIES for 1982-83:

October	Orient
November	Latin America
February	Africa
March	Middle East
March	Brotherhood of Man Celebration

The next step was to select faculty coordinators for the "celebrations" of each of the four cultures and the culminating Brotherhood of Man Celebration for each of the two campuses on which full time credit students attend. It was believed that these faculty coordinators would be the key to the success of the entire WORLD SERIES; therefore, knowledgeable, self-motivating, dependable, enthusiastic, individuals who are influential with other faculty and highly respected by students were sought, and found. The faculty coordinator chairs the planning team for the celebration on a particular campus. The teams are composed of other faculty, students (international and American) and career service personnel.

Once the coordinators were selected, funding became a priority, since this was not a budgeted project. A proposal for a thorough and elaborate WORLD SERIES was submitted for internal funding. Although the proposal was not funded, the decision was made to do the project anyway; it just could not be as elaborate as planned. Proposals were submitted to the student activities committees on two campuses and the project was funded at $600.00 per campus for the year. In addition, monies have been acquired from various departments for the rental of films and for honoraria for speakers.

The "celebrations" all are different, depending upon the interests, talents and resources of the particular planning team. To some extent, healthy competition has developed among the planning teams. Thus far, all the faculty coordinators have found their work with the WORLD SERIES to be a rewarding experience, and through the variety of disciplines that they represent these faculty have involved other faculty in the WORLD SERIES who heretofore were not involved in the International Education Program. This has assisted in increasing international/intercultural awareness throughout the college.

How has the WORLD SERIES impacted the classroom? One of the primary goals of the WORLD SERIES is to encourage faculty to incorporate the various regions/cultures of the world into their courses. A list of rental films available for each culture has been distributed to each faculty member one month prior to the celebration. In actuality, these film lists have not been utilized to the extent anticipated. Through a community brochure about the WORLD SERIES and a questionnaire, some very knowledgeable individuals in the community who are willing to serve as resource volunteers to classes have been located. Generally, individual faculty members for whose classes the speaker would be relevant are contacted and then classes are combined in order to provide a guaranteed audience for the speaker. As an outgrowth of the WORLD SERIES a political science professor has taught a one-hour seminar in Mid-East Affairs. The students enrolled in the seminar will participate in the activities of the "Celebration of the Middle East." A composition instructor has centered her composition course around the WORLD SERIES and the students are required to write a mini-paper on each of the cultures of the WORLD SERIES. Through the Open Campus, which is Valencia's "campus without walls," intercultural communication courses for senior citizens have been offered on the

Orient and the Middle East in conjunction with the WORLD SERIES. Three full-time faculty members on one campus presented an "Overview of Latin American Culture" to a combination of five classes in Humanities, Foreign Language and Speech. Panels of international students are available through the international student advisors to serve as resources to classes, and in November during the "Celebration of Latin America" some Latin American students presented and demonstrated Latin America musical instruments to a Music Appreciation class. Thus, the WORLD SERIES has brought international dimensions to the classroom.

How has the WORLD SERIES impacted extra-curricular programming? Food services on both the East and West Campuses have served foods from the various cultures during the celebrations of the cultures. One of the food service companies ordered decorations for the cafeteria and all of the information on their monthly calendar related to the cultures being celebrated. The coordinator of gallery exhibits has worked with the WORLD SERIES and some of the gallery exhibits have been in conjunction with the celebrated cultures including an exhibit of Guatemalan textiles and another of African art. The librarians have set up displays of books, magazines and photographs along with handcrafts from the various cultures. The faculty advisors to the student newspapers have assigned editors to cover the events of the WORLD SERIES and the newspapers have included schedules of upcoming WORLD SERIES activities. A variety of programs has been held on the campuses including cooking demonstrations, a martial arts performance, origami and ikebana demonstrations, a festival of masks during which students made African masks, a sidewalk art activity during which students drew depictions of the Brotherhood of Man on the sidewalk in colored chalk, a performance of Israeli folk songs, a program by students to interpret the meaning of the Brotherhood of Man including music, readings in foreign languages and modern dance. The Chairman of the Communications Department and several faculty from different disciplines selected films for a film series and coordinated the "WORLD SERIES of Films" with the regions/cultures of the college-wide WORLD SERIES. The WORLD SERIES truly has been prominent in extra-curricular activities this year.

What have been the linkages between the community and the WORLD SERIES? Ethnic groups have been delighted to help. Through faculty attendance at a meeting of the Asian Pacific American Heritage Council the owners and editor of the Ameri-Asia News became interested in the WORLD SERIES and included several articles in their paper on Valencia and its International Education Program and WORLD SERIES. Arrangements were made for the local Chinese American Association and Valencia Community College to co-sponsor the Youth Goodwill Mission Tour from the Republic of China and 600 people attended a magnificent dance performance on campus. An Israeli art exhibit was coordinated by a community volunteer and hung in a civic theater during March as part of the "Celebration on the Middle East." In making arrangements for this exhibit, contact was made with several art galleries which were very interested in the WORLD SERIES and asked that they be contacted for the WORLD SERIES next year. For the "opening of the WORLD SERIES" the Mayor of Orlando made opening remarks and on the program were the Director of the World Trade Center Orlando and the Vice President for International Banking at Barnett Bank. Following this program both the Director of the World Trade Center Orlando and the Vice President of Barnett Bank have requested student interns from Valencia. A former Assistant Secretary-General of the United Nations came to the college to speak on the WORLD SERIES and global issues. During the "Celebration of

Africa" Anheuser-Busch sponsored on campus an exhibit of the portraits of The Great Kings of Africa and hosted a reception for the community at which the portraits were unveiled. During the Brotherhood of Man Celebration an intercultural program will be held in downtown Orlando along with a ceremony to present certificates to all individuals in the community who have given of their time and talents to the WORLD SERIES. Through the identification of knowledgeable community resource volunteers Valencia actually is developing a thorough resource file of individuals in the community who are knowledgeable about "things international." The WORLD SERIES definitely has brought the college and the community together in working for international/intercultural understanding.

Some ideas that come to mind relative to the WORLD SERIES in general are that the strength for programming was increased through cooperation between Minority Affairs and International Education for the Celebration of Africa/Black History Month and the Brotherhood of Man Celebration. Not only were costs shared but human resources were increased and the potential audience for performances and programs was increased. Because of the WORLD SERIES faculty have been able to attend workshops on regions of the world conducted by area study centers at universities. Career service personnel have been involved in the planning and have served as resources to the WORLD SERIES. The Student Government has been involved. More and more people within and outside the college are becoming involved in the WORLD SERIES. The WORLD SERIES has proved to be an excellent means of motivating resources for International Education and bringing the world to the college.

WORLD SERIES

OCTOBER 1982

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
*Oriental foods will be served in cafeterias on East and West Campuses	*Oriental films will be shown often in the Buffet Room in the cafeteria on West Campus	*RESOURCE ROOM on the Orient in Buffet Room in cafeteria on West Campus	*Oriental students will speak in your class - contact International Student advisor	*Oriental Exhibits in LRC and 3-214 on West Campus	1 9:00W JAPANESE CULTURE 1:00 & 8:00W film: RASHOMON 7:30E MARTIAL ARTS	2
3	4 ORIENTAL FILMS 11:00E 'til... Building 1 Rotunda	5	6	7 ORIGAMI Demonstration Art of Paper Folding 10:50E Cafeteria Seiko Moody	8	9
10	11 Ambassador Robert Ryan 9:00W 5-111 11:00E PAC 1:00E 1-257 International Exhibits	12 ORIENTAL MOVIES 11:00E 'til... Building 1 Rotunda	13 Dr. Gulnar Bosch "FRAGMENTS OF THE SILK ROAD" slides/lecture 1:00E Black Box	14	15 Film: DAYS AND NIGHTS IN THE FOREST 1:00W & 8:00W 5-111	16 Performance of Chinese Dance and Song by students from Taiwan 8:00E PAC
17	18 ORIENTAL MOVIES 11:00E 'til... Building 1 Rotunda	19 Mayor Frederick to officially open WORLD SERIES 9:30W 3-111	20 ORIENTAL COOKING with Mr. Chen 11:00 & 12:00W Cafeteria FIESTA FOLKLORICO 1:00E Bldg 1 Rotunda	21	22 MARTIAL ARTS Demonstration 12:00W Rotunda 3 by WAH LUM KUNG FU TEMPLE	23
24	25 ORIENTAL FILMS 11:00E Bldg 1 Rotunda JAPANESE BRUSH PAINTING 1:00E 3-148	26 A VIEW OF JAPANESE CULTURE Origami, Kimono, Tea Ceremony by Takeko Rowland 10:50E Black Box	27 IKEBANA Cut Flower Arranging 1:00E Bldg 3 Atrium	28	29 FIESTA FOLKLORICO Oriental dancing, fashion, music 12:00W Rotunda 3	30

October THE MONTH OF THE ORIENT E following time denotes East Campus; W denotes West Campus

1 A VIEW OF JAPANESE CULTURE: Takeko Rowland will demonstrate Origami (paper folding), the kimono, Japanese writing and the Japanese Tea Ceremony in the Buffet Room in the cafeteria on West Campus.

1 RASHOMON: a Japanese film set in the middle ages; an eloquent masterpiece in the WORLD SERIES of films. The film will be shown in 5-111 on West Campus at 1:00 p.m. (free) and at 8:00 p.m. ($2.00 admission).

1 The ART OF KUNG FU featuring an incredible display of forms and weapons by the Wah Lum Kung Fu Temple. Advance tickets will be $5.00. For information call the Wah Lum Kung Fu Temple at 275-6177.

11 Ambassador Robert Ryan, Former Assistant Secretary-General of the United Nations and former ambassador to Niger, will be at Valencia to commemorate United Nations Day. International exhibits will be held on East and West Campuses.

Ambassador Ryan will present the "ROLE OF THE UNITED NATIONS IN WORLD AFFAIRS" at 9:00 a.m., West Campus in 5-111 and at 11:00 a.m. on East Campus in the Performing Arts Center.

"GLOBAL ISSUES IN TODAY'S INTERDEPENDENT WORLD" will be the subject of Ambassador Ryan's address at 1:00 p.m. on East Campus in 1-257.

13 Dr. Gulnar Bosch, Professor Emeritus of Art History at Florida State University and Specialist in Eastern Art, who has recently returned from China will give a slide/lecture presentation on "FRAGMENTS OF THE SILK ROAD".

15 DAYS AND NIGHTS IN THE FOREST offers broad insights into today's India; part of WORLD SERIES of films. The film will be shown in 5-111 on West Campus at 1:00 p.m. (free) and at 8:00 p.m. ($2.00 admission).

16 Authentic CHINESE DANCES and SONGS by Taiwanese students selected to participate in Youth Goodwill Mission tour of U.S. Performance co-sponsored by Chinese-American Association and Valencia. Tickets available for $3.00 through International Education Office.

19 Mayor William Frederick will offically open the WORLD SERIES. Margie Varney, Executive Director of the new Orlando International Trade Center, will present "Impact of Internationalization on Central Florida" and Dennis Wood, Vice President for International Banking of Barnett Bank will present "Careers International".

20 Mr. Chen will give a demonstration of the art of Chinese cooking in the cafeteria on West Campus. FIESTA FOLKLORICO will be a performance of Oriental dancing, fashion and music.

25 Ariko Sugiyama will demonstrate the delicate art of Japanese brush painting in 3-148 on East Campus.

* The events will be on-going throughout the month. For more information contact Julia Ribley (71-343), Grace Kehrer (71-495), or Bee Pennington (72-297).

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WORLD SERIES NOVEMBER 1982

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 SLIDES OF MEXICO 11:00-1:00 West Cafeteria Film: SOUTH AMERICA 11:00-1:00 East Rotunda	2 LATIN AMERICAN FOOD served in cafeteria on East SLIDES OF MEXICO 11:00-1:00 East Atrium	3	4 SLIDES OF MEXICO 11:00-1:00 East Rotunda	5
8 PROGRAM OVERVIEW OF LATIN AMERICAN CULTURE 10:00 West Buffet Room	9 Film: MUSIC EXPERIENCE--LITTLE TRAIN OF THE CAIPIRA 11:00-1:00 East Rotunda LATIN FOODS East	10 Film: COSTA RICA 11:00-1:00 East Rotunda	11 Videotape: TYPICAL LATIN AMERICAN DANCES 11:00-1:00 West Rotunda 3 SLIDES OF MEXICO 11:00-1:00 East Rotunda	12 Film: COSTA RICA 11:00-1:00 West Cafeteria WORLD SERIES of Films: VIRIDIANA 1:00 & 8:00 West 5-111
15 Film: INCAS: PAST AND PRESENT 11:00-1:00 East Rotunda Videotape: TYPICAL LATIN AMERICAN DANCES 11-1 West Cafeteria	16 PROGRAM OVERVIEW OF LATIN AMERICAN CULTURE 9:25 East 1-257 LATIN FOODS East	17 PROGRAM ECONOMICS OF MEXICO AND DOING BUSINESS IN LATIN AMERICA: TRANSCULTURAL COMMUNICATION 9:00 West 4-120	18 PERFORMANCE MEXICAN DANCING 12:00 East Student Lounge	19 PERFORMANCE MEXICAN DANCING 11:00 West Cafeteria
22 Film: MEXICO BEFORE CORTEZ 11:00-1:00 East Rotunda	23 PROGRAM INTERNATIONAL CAREER OPPORTUNITIES 10:50 East 1-257 LATIN FOODS East	24 WORLD SERIES of films: BLACK ORPHEUS 8:00 p.m. West 5-111 $2.00 Admission	25 THANKSGIVING	26 HOLIDAYS
29	30 Videotape: TYPICAL LATIN AMERICAN DANCES 11:00-1:00 East Rotunda	Enjoy the LATIN AMERICAN EXHIBITS in the LRC and 3-214 on West Campus	LATIN AMERICAN FOODS will be served weekly by SAGA Food Services on West Campus	LATIN AMERICAN STUDENTS will speak in classes - contact International Student Advisor

VALENCIA COMMUNITY COLLEGE

November THE MONTH OF LATIN AMERICA

East following time denotes East Campus
West following time denotes West Campus

8 Rosita Martinez (Chairman of the Foreign Language Department), Lula Keyes (Spanish Professor) and Helen Twigg (Humanities Professor) will present an OVERVIEW OF LATIN AMERICAN CULTURE which will include sterotypes, gestures, language, customs and more.

12 VIRIDIANA: This award-winning Spanish masterpiece concerns a convent novice who is cheated and abused at every turn. This film will be shown at 1:00 p.m. (free) and 8:00 p.m. ($2.00 admission).

16 Lula Keyes (Spanish Professor) and Gabriel Del Corral (Consul of Colombia, South America) will present an OVERVIEW OF LATIN AMERICAN CULTURE which will include stereotypes, gestures, language, customs and a film about Colombia, South America.

17 Robert Twigg, a former bank president, will discuss the CURRENT ECONOMIC SITUATION IN MEXICO and Dennis Wood, Vice President for International Banking at Barnett Bank, will present DOING BUSINESS IN LATIN AMERICA: TRANSCULTURAL COMMUNICATION.

23 Margie Varney, Executive Director of the new Orlando International Trade Center, will present IMPACT OF INTERNATIONALIZATION ON CENTRAL FLORIDA and Dennis Wood, Vice President for International Banking at Barnett Bank, will present CAREERS INTERNATIONAL.

24 BLACK ORPHEUS: Director Marcel Camus retells the legend of Orpheus and Euridice in a modern setting. In the black section of Rio de Janeiro, Orpheus becomes a streetcar conductor and Euridice is a country girl fleeing from a man sworn to kill her. The film contains some of the most magnificent music and color photography ever put on film.

For more information contact Julia Ribley (71-616), Rosita Martinez (71-469) or Consuelo Scott (72-277).

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AFRICA WORLD SERIES

BLACK HISTORY MONTH
FEBRUARY 1983

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
31 AFRICAN FOODS will be served in the cafeteria on East and West Campuses in February	1 Film: BLACK HISTORY Lost, Stolen, Strayed 9:30 East Rotunda 1 12:30 West Rotunda 3 AFRICAN FOODS East Cafeteria	2 Lecture: AFRICAN ART by Dr. Donald Wyatt 9:00 East Stu. Lounge Film: BLACK AND WHITE IN COLOR 1:00 East 1-257	3 Film: AFRICAN SANCTUS 10:00 East Rotunda 1	4 Lecture: AFRICAN ART Dr. Donald W. Wyatt 11:00 West 6-202 Film: BLACK AND WHITE IN COLOR 1:00 West 5-111
7 Film: AFRICAN MASK CARVINGS 9:30 East Rotunda 1 12:30 West Rotunda 3	8 Slide Presentation: AFRICA 10:00 East 1-256 AFRICAN FOODS East Cafeteria Film: I REMEMBER HARLEM 1:00 West Rotunda 3	9 Film: MARTIN LUTHER KING, JR. 10:00 East Rotunda 1 VISIT TO AFRICA with DORIS PYSTER Bag Lunch 12:00 DTC Conf. A&B	10 Lecture/Demonstration INFLUENCES OF AFRICAN MUSIC ON AMER. MUSIC by CHUCK RUBEY 1:40-2:55 East 3-124	11 INFLUENCES OF AFRICAN MUSIC ON AMER. MUSIC by CHUCK RUBEY 11-11:50 West 6-202 CELEBRATION OF DANCE 12:30 West Rotunda 3 FESTIVAL OF MASKS 1:00 West Rotunda 3
14 EGYPT: QUEST FOR ETERNITY National Geographic Documentary 11:00 West Rotunda 3	15 Exhibit: IVORY ARTIFACTS FROM AFRICA 9-12 East Atrium AFRICAN FOODS East Cafeteria	16 EGYPT: QUEST FOR ETERNITY National Geographic Documentary 11:00 East Rotunda 1 AFRICAN FASHION SHOW 12:30 West Rotunda 3	17 Slide Presentation: STEREOTYPING OF BLACKS IN MEDIA by BRENDA VERNER 10:50 West TBA	18 VERNER'S STEREOTYPING PRESENTATION 12:00 West 4-120 AFRICAN FASHION SHOW 12:30 East Rotunda 1 Film: BATTLE OF ALGIERS 1:00 West 5-111
21 Slide Presentation: AFRICA: CONT. OF CONTRAST, CHANGE, CHALLENGE 11:00 & 2:00 E 1-374 12:00 East 1-374 Unveiling of Portraits: GREAT KINGS OF AFRICA 6:00-9:00 Expo Center	22 Exhibit: Portraits of GREAT KINGS OF AFRICA 10-3 West Rotunda 3 AFRICAN FOODS East Cafeteria	23 Exhibit: Portraits of GREAT KINGS OF AFRICA 10-3 East Atrium	24 Slide Presentation: VISIT TO AFRICA with DORIS PYSTER Bag Lunch 12:00 West Buffet Rm.	25 AFR. COVERED DISH MEAL 3:00 E 3-113 Slide Presentation: AFRICA BEFORE AND AFTER INDEPENDENCE AFRICAN-AMER. STUDENT TALENT SPOTLIGHT 8:00 W
28	Enjoy the AFRICAN ART EXHIBITS in the LRC and 3-214 on West Campus and in Building 3 on East Campus	Have you seen the AFRICAN ART at the Downtown Center?	Browse through the BOOKS and MATERIALS on AFRICA in the LRCs on East and West Campuses	For additional films to be shown regarding Black History during the month of February, see the reverse of this page

VALENCIA COMMUNITY COLLEGE

E/East following time denotes East Campus
W/West following time denotes West Campus

JULIAN BOND, GEORGIA STATE SENATOR, KEYNOTE SPEAKER FOR BLACK HISTORY MONTH OBSERVATION PROGRAM
Performing Arts Center, East Campus
2:00-5:00 p.m., Saturday, February 12

1	This film is narrated by Bill Cosby.
2 & 4	DR. DONALD WYATT, a retired sociologist, lived in Africa more than 20 years, during which time he collected the African art presently exhibited on East and West Campuses.
2 & 4	BLACK AND WHITE IN COLOR: Set in colonial West Africa in 1914, this film tells the story of a small war fought by French and German colonials, with each side using the local black tribesmen as soldiers.
8	DOROTHY JOHNSON will give a slide presentation of her visit to Africa.
9	DORIS PYSTER, a Valencia employee, who lived 10 years in Africa, will provide an arm chair visit to West Africa. Bring your bag lunch.
10 & 11	CHUCK RUBEY of FM 90+ is a specialist on African music.
17 & 18	BRENDA VERNER holds a Master's Degree from Harvard University and is an authority on African American memorabilia and media production.
18	BATTLE OF ALGIERS: Gillo Pontecorvo's staggeringly realistic dramatization of the Algerian rebellion against the French between 1954 and 1957.
21	RAYMOND BURNS, a native South African who, for 25 years was involved in African educational work in Central Africa, will present AFRICA: CONTINENT OF CONTRAST, CHANGE, CHALLENGE in 1 political science and 2 sociology classes.
21	Reception to follow the unveiling of portraits of THE GREAT KINGS OF AFRICA sponsored by Anheuser-Busch, Inc.
22 & 23	The portraits of THE GREAT KINGS OF AFRICA were commissioned by Anheuser-Busch.
24	See February 9.

The events on this calendar are open to anyone who would like to attend. For more information contact Ty Johnson (72-323), Geri Thompson (71-601), Carole Trachy (71-616) or Julia Ribley (71-616).

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MIDDLE EAST
WORLD SERIES

BROTHERHOOD OF MAN
MARCH 1983

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Enjoy the ISRAELI ART EXHIBIT at Edyth Bush Theatre through March 5	1 DR. MOSTAFA SAIF of the Univ. of Cairo 10:50 W 3-213 Lunch with Dr. Saif 12:15 W Buffet Room	2 DR. MOSTAFA SAIF of the Univ. of Cairo 12:00 E 1-347 Lunch with Dr. Saif 1:00 E Board Room	3 Slide Presentation: AN AMERICAN'S IMPRESSION OF AN ISRAELI KIBBUTZ 12:00 E Black Box	4 Performance: ISRAELI FOLK DANCES 11:45 E Rotunda 1
7 THE SAUDIS television documentary 12:00 E Rotunda 1	8 LEBANON: POLITICAL & ECONOMIC PROSPECTS Dr. John Livingston 10:50 W 3-213 Lunch with Dr. Livingston 12:15 W Buffet Room	9 Enjoy MATADOR DAY	10 Slide/Tape Presentation: ISRAEL 9-11 W Rotunda 3	11 Slide Presentation: ISRAEL 9-11 W Rotunda 3 Performance ISRAELI FOLK SONGS 11:45 W Rotunda 3
14 ARABIC COOKING DEMONSTRATION by Hamad Sugeir & Samy Sanoosy 11:30 W Cafeteria	15 ISRAELI POLITICS by JAMES SHIPLEY 10:50 W 3-213 Lunch with Mr. Shipley 12:15 W 2-123 Slide Presentation: ISRAEL 12:00 E Rotunda 1	16 SAUDI ARABIAN HISTORY Videotape Part 1 9:30 W Rotunda 3	17 SAUDI ARABIAN HISTORY Videotape Part 2 9:30 W Rotunda 3 Slide Presentation: ISRAEL 12:00 E Rotunda 1	18 SAUDI ARABIAN HISTORY Videotape Part 3 9:30 W Rotunda 3 EGYPTIAN ART and HIEROGLYPHICS by Bill Casale 12:00 E
21 WORLD SERIES RECOGNITION PROGRAM Barnett Plaza 12:30 Downtown BROTH	22 Presentation: INTERNATIONAL BUSINESS SKILLS FOR THE MIDDLE EAST 12:00 E Black Box ERHOOD	23 BROTHERHOOD OF MAN CELEBRATION EAST and WEST CAMPUSES (See Below) OF MAN C	24 Presentation: ISRAELI MUSIC by Cantor H. Dworkin 1:40 E 3-124 ELEBRA	25 TION
	Enjoy the MIDDLE EASTERN EXHIBITS in 3-214 and the LRC on West and in Building 3 on East Campus		MIDDLE EASTERN FOODS will be served in the cafeterias on East and West Campuses	

VALENCIA COMMUNITY COLLEGE

E/East following time denotes East Campus
W/West following time denotes West Campus

CELEBRATE THE BROTHERHOOD OF MAN on Wednesday, March 23 on East and West Campuses. Events will include a hot air balloon lift-off, intercultural entertainment, sidewalk chalk drawing, international foods and fashion and a conference call with a noted politician. Everyone (students and staff) is invited to wear international attire on March 23.

March	
1,2	Dr. Mostafa-Elwi Saif is a Visiting Fulbright Scholar from the Department of Political Science at the University of Cairo. Dr. Saif will lecture on "Political Dynamics in the Middle East."
3	Kendrick Kaufman will present impressions of his work experience on a kibbutz in Israel.
4	This performance will be presented by the Orlando Israeli Folk Dancers led by Darcy Landy.
8	Dr. John Livingston, a visiting Associate Professor of Humanities at the University of Central Florida, has lived and taught in Lebanon and is an expert on Lebanon and the Middle East.
11	This performance will be presented by professional singers Bob and Annetta Glickman.
14	Hamad Sugeir and Samy Sanoosy of Saudi Arabia will give a demonstration of the art of Arabic cooking.
15	James Shipley, a local broadcast consultant, is a charter member of the National Israel Task Force and an expert on Israeli politics.
18	Bill Casale, the host of PM Magazine, will share his knowledge of Egyptian art and hieroglyphics.
21	The Recognition Program will be held to present certificates to members of the community who have contributed to the WORLD SERIES. Intercultural entertainment will precede the Recognition Program which will begin at 12:30 p.m. Everyone is invited.
22	Grace Hawkins is an International Business Consultant who is very knowledgeable about the Middle East.
23	CELEBRATE THE BROTHERHOOD OF MAN

For more information about these events contact Dennis Jenkins (72-328) or Charley Killinger (71-381) for the "Celebration of the Middle East" or Mary Nell Legg (71-335), Lorene Taylor (71-434), Ty Johnson (72-323) or Julia Ribley (71-616) for the "Brotherhood of Man Celebration."

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PART THREE

PROJECTS AND PROGRAMS SUPPORTED BY GRANTS FROM THE U.S. DEPARTMENT OF EDUCATION

A substantial and significant forward movement of international education in community colleges has been stimulated, encouraged, and financed by grants from the U.S. Department of Education. For a complete and current catalog of such programs, request the publication "Opportunities Abroad for Educators" from the Office of International Programs, Washington, D.C. 20202.

One of the Department's major contributions has been its "Undergraduate International Studies and Foreign Language Programs." In this Part, see the list of the 26 programs which were funded from 1972-83. Details of and materials from each of the programs are often available by contacting a program's listed director.

In the pages that follow, there are representative examples from five programs which responded to a general request from the co-editors for information about programs that are currently being completed. Also included are examples from two four-year colleges which received grants from the undergraduate studies program. The final two entries in this Part represent the Group Study Abroad Program which is also financed by the federal government. The excerpt from Florida Junior College at Jacksonville provides an example of successful grant proposal. The excerpt from Mt. Hood Community College is an example of a module which was developed by a faculty who participated in a group study abroad program in Taiwan for which Mt. Hood provided the group leadership.

These excerpts cannot, of course, present the fullness of the projects; for more examples and information, please contact directly the project's director.

COMMUNITY AND JUNIOR COLLEGES

Undergraduate International Studies
and Foreign Language Programs
United States Department of Education, 1972-83

Institution, Dates of Funding, and Program Title	Director
Bergen Community College (1981-83) Paramus, NJ 07652 Global Dimensions in the Undergraduate Curriculum	Lynda Icochea 201/447-1500 x8710
Brevard Community College (1979-81) Cocoa, FL 32922 Global Dimensions Program	Edward Fitchen 305/636-1111
Bronx Community College (1981-83) Bronx, NY 10453 International Studies Program	Arthur Galub 212/220-6018
Brookdale Community College (1973-75) Lincroft, NY 07738 Intercultural Dimensions of General Education	Joan Claffey 201/842-1900
Broward Community College (1981-83) Coconut Creek, FL 33066 Internationalizing the Undergraduate Curriculum: A Community College Approach	Bill Greene 305/973-2206 Richard Furlow 305/475-6590
Central YMCA Community College (1973-75) Chicago, IL 60606 International Dimensions of General Education	Betsy Nore 312/222-8353
Charles County Community College (1973-75) LaPlata, MD 20646 International Project for Occupational Students	Horace H. Smith 301/934-2251
Elgin Community College (1978-80) Elgin, IL 60120 International STudies Program	Walter Garret 312/697-1000 x272
Florida Jr College (1981-83) Jacksonville, FL 32202 Faculty and Course Development in International Studies and Foreign Languages	Sara Boucher 904/646-2282

Institution, Dates of Funding, and Program Title	Director
Highline Community College (1981-83) Midway, WA 98031 Pacific Northwest International Education Consortium Global Issues Development Project	Ann Kelleher 206/383-7629
Johnson Community College (1980082) Overland Park, KS 66210 Design and Implementation of International Education Curriculum Components for U.S. Community	Robert Demeritt 913/677-8590
Jr. College District of ST. Louis (1974-76) (Meramec Community College) St. Louis, MO 63110 Intercultural Communications Project	Jean DeGrande 314/966-4331 x226
Kirkwood Community College (1976-78) Cedar Rapids, IA 52406 Development of an International Studies Program	Donald E. Fuller 319/5616
Miami-Dade Jr. College (1972-74) Miami, FL 33156 International Case Studies for General Education	Franklin G. Bouwsa 305/274-1175
Middlesex County College (1978-80) Edison, NJ 08817 International STudies Institute	Virgil Blanco 201/548-6000
Monroe Community College (1977-79) Rochester, NY 14623 Strengthening the International and Global Dimensions	Sumati Devadutt 716/442-9950
Mt. Hood Community College (1979-80) Gresham, OR 97030 Undergraduate International STudies Program	Mathilda Harris 503/667-7296
North Seattle Community College (1973-75) Seattle, WA 98103 Man and His World	Harris Haertel 206/634-4696
North Shore Community College (1977-80) (15 Community Colleges Consortium) Beverly, MA 01915 Competency-Based International Studies Modules	Ann Kelleher Bunker Hill Community College 617/241-8600

Institution, Dates of Funding, and Program Title	Director
Oakton Community College (1981-82) Des Plaines, IL 60016 International STudies and Foreign Language Program	Patrick V. Casali
Pima Community College (1980-82) Tucson, AZ 85709 International Awareness: A Curriculum Modification Approach	G. Elizabeth Bailey 602/884-6617
Pima County Community College District (1982-83) Tucson, AZ 85709 Arizona Consortium for International Business Education at 3 participating Community Colleges: Glendale CC, Pima CC, and Rio Salado CC	G. Elizabeth Bailey 602.884-6617
Rockland Community College (1980-83) Suffern, NY 10901 International STudies Curriculum Development Project of the 36 Members of the SUNY Community College System	Howard Berry 914/356-4650
San Jose Community College (1973-75) San Jose, CA 95114 Future Think, Exploring the Community Earth	William Jacobs 408/298-2181 x250
Southeastern Community College (1973-75) Whiteville, NC 28472 Domestic and International Aspects of Intercultural Cooperation in Tricultural North Carolina	Curtis L. Welborne 919/642-7141 x52
University of North Florida (1978-80) and Florida Jr College Jacksonville, FL 32216 International Studies Program	Ann Radwan (UNF) 904/646-2886 Sara Boucher (FJC) 904/646-2282

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM 1981-82 EVALUATION - U.S. DEPARTMENT OF EDUCATION, TITLE VI

Sara P. Boucher
Florida Junior College
Jacksonville, Florida 32216

With the increasing interdependence among nations for economic survival, it follows that an education based upon monocultural concentration is no longer suitable nor adequate. Perhaps it never was. Nevertheless, education limited to the study of the Western World is an anachronism.

New approaches among the academic disciplines need to be brought together in interrelated designs which include all cultures and their understandable diversities. Lifelong learning is essential to future citizens, enabling them to adjust to the social, political, technological, economic, and philosophic changes by which they will be constantly confronted.

We are now educating students who must learn to deal with discrepancies in society which include:

> "competition vs. sharing
> technology vs. harmony of nature
> leadership vs. interaction
> majority rule vs. consensus
> homogenization vs. pluralism
> material efficiency vs. cultivation of the mind."

The International Studies Program at Florida Junior College at Jacksonville (henceforth referred to as FJC) is designed to provide students with skills to look upon these discrepancies as dynamic forces, in complementary harmony to maintain optimal equilibrium--a climate for harmonious productivity. Or, shall we continue to look upon these discrepancies as destructive forces, doomed to operate in a contentious disharmony--a climate hostile to productivity?

Past scholastic and philosophic training have produced an academe educated in the Western-oriented dualistic tradition of man and the cosmos. Where, then, are we to find faculty to teach the skills and global understanding necessary to prepare today's students for tomorrow's world? Because of their incomplete background, some faculty deny the importance of global understanding; others fear curriculum expansion into fields for which they are unqualified. In either case, faculty unawareness and/or fear is counterproductive in its negativism. How can such a faculty promote "understanding of the growing interdependence of the world"?

An already viable International Studies and Foreign Language Program at FJC had reached its maximum impact until further trained personnel were available to teach and revise additional sections of extant courses. At the same time, through development of specific modules, it would be possible to introduce at least a modicum of global awareness into a number of courses. The most productive investment of developmental funds proved to be for faculty in-service seminars, designed to provide expert resource personnel to enrich, encourage, stimulate, and guide faculty participants representing a number of divergent disciplines.

What was to be the reward for seminar participation? The results in terms of curriculum reform and expansion? Release time from teaching loads was costly and unacceptable from an administrative view. Extra pay would be equally costly and attract participants for the wrong reasons. Through carefully planned programming and the funding for recognized experts as guest speakers, it was possible to secure graduate credit for seminar participants from the two local universities, Jacksonville University and the University of North Florida. In return, faculties from the institutions were invited to join with us in scholarly inquiry. Rapport established among the faculties of the four FJC campuses as well as the universities bodes well for future cooperative international activities from which the entire community can profit.

Thus far in the program, FJC has completed two 13-week seminars and is well into the third one. They are scheduled for a 2 1/2-hour afternoon period and are held at a different institutional campus each term. The Center for African Studies and Center for Latin American Studies at the University of Florida have been most cooperative in providing speakers from their own faculties and from among their visiting foreign exchange professors and students.

The opening seminar, entitled GLOBAL UNDERSTANDING: Path to Survival, was followed by GLOBAL ISSUES: The Ecopolitics of Survival. The present seminars are entitled GLOBAL INTERDEPENDENCE: Cooperative Efforts for Survival. Faculty participation is limited in number in order to provide opportunity for optimum interaction with guest speakers. Seminar participants represent three of the four post-secondary institutions in the area and all four FJC campuses. Included among FJC participants are a Dean of Career Education and two Area Coordinators who join with the faculty in these scholarly exchanges, compounding the effect upon future curriculum globalization. All seminar sessions are taped. Master tapes are kept on file in the Program Director's office; duplicate tapes are available for faculty/student referral at Learning Resource Centers on each campus.

In order to receive graduate credit for participation, FJC faculty are required to attend all seminars, complete assigned text readings coordinated to the topic under discussion, and present a paper at the conclusion of the seminar series. Papers may consist of a course revision, supplement, or a module of relevance to seminar topics which can be introduced into the syllabi of courses within a selected discipline. Staff and Program Development funds finance tuition and text charges for graduate credit. (Please see Appendix for seminar topics, schedules, guest speakers, course revisions, and modules developed by seminar participants.)

Faculty seminars also provide an effective liaison among the varied campuses and institutions. Participants disseminate information regarding international/intercultural activities, pertinent materials and programs, resource personnel, conferences, and fellowships. All areas and disciplines are covered in the exchange of information and articles. The seminars have proven such an effective clearing house for ideas that two sessions are now reserved for such interdisciplinary cooperation.

Seminar development of an International Studies Periodicals Listing for all FJC campuses has provided the basis for the compilation of comparable audio/visual and printed materials holdings. Beginning with 1981/ 82, an annual record will be kept of international studies materials acquired on each campus. The file is available in the Program Director's office for immediate reference. A master copy is retained in the office of each Director of Learning Resources to prevent redundant duplication in new acquisitions.

Discussion of new films and course materials are directed on each campus by seminar participants. New acquisitions in international studies are recommended, with a further review of all audio/visual materials at the seminar level. Those considered to be of high quality and enriching to present holdings are then passed on to appropriate Area Coordinators for future purchase.

One area of course revision is in the Foreign Language Program. Here there was a concerted effort to add cultural studies and understanding as an integral part of the French studies. New materials provided by grant funds were introduced in the Beginning French class during Term I of the 1981-82 academic year. The retention of Beginning French students who continued their studies in French 1101 in Term II increased noticeably. An additional class was scheduled, with an increase in class size over the previous year in each of the three sections scheduled. Class interest had increased, attrition decreased.

The immediate objectives of the French course enrichment was to make learning French as practical and palatable as possible while making the language relevant and meaningful through exploration of French-speaking cultures. Awareness of the numerous world areas which are Francophonic leads to a greater appreciation for the language in a global sense.

The former objective was achieved by instructor-prepared oral and written units to augment chapters in the adopted text. These units involve practical needs and concern in everyday activities from ordering meals, to watching television, to participating in sports. Grammatical forms are studied in the context of grammatical expressions. Visual cues accompany each conversational cue,first through the use of transparencies on an overhead projector, later on Xeroxed sheets pasted on flash cards with the written phrase on the back. After class practice as an entire group, when students are relatively at ease with the expressions, they are then broken up into smaller groups for further practice with the cards. These smaller groups provide several advantages to language learning. It makes the classroom situation more person-oriented and humanistic, fostering a group cohesiveness and a spirit of cooperation rather than competition. The students learn more easily from each other, freed from the judgment of an authority figure (the teacher). In addition to the visual cards, casettes containing practice in the conversational units are provided. Careful directions in steps to follow in practice accompany each unit.

For the culture study, units containing printed information, films, filmstrips, slides, etc., are included after each conversation/grammar unit. These units are designed to encourage the student's natural desire to travel and communicate with people of foreign countries, enhance the enjoyment of learning by viewing the language as alive and real, and build self-confidence in the student's capability to function in foreign countries. (Please see Appendix for teacher-prepared units in coordination with the text, Contacts, Jean Paul and Rebecca Valette, Houghton-Mifflin, 2nd ed.)

Another area of course revision is taking place within the Humanities Division. For a number of years, dual programs of study have existed among the four campuses. Some chose to continue teaching the traditional interdisciplinary Western Humanities curriculum, chronologically presented in three stages commencing with fifth-century B.C. Greece to the present. Another campus adopted a more global approach, delineating each course by geographic areas, i.e. Mediterranean Humanities, which included Islam, omitted in the traditional approach; North-European Humanities, with greater emphasis on Byzantine/Russian contributions; American Humanities, including Latin America; and Asian Humanities, including the Middle East, India, China, and Japan. The intent of the new curriculum is to provide globalized interrelated studies in the Humanities on all FJC campuses.

The rationale for the interrelated studies is:

1. With growing specialization in American education, the FJC humanities courses should provide students with a broad overview of subject areas not possible in individual disciplines.

2. The courses should reinforce interrelated studies, helping students to form the connections between habits, ideas, and techniques essential for an educated person to fulfill his or her potential in an increasingly complicated world.

3. The courses should provide a base on which students develop an understanding of the intricacies of their own culture, and, in our pluralistic society, an understanding and respect for cultures different from their own.

4. In view of the world's volatile political, social, and economic stability, the courses should attempt to promote a better understanding of other global cultures with which we contact.

5. The courses should foster among students a connection with a sense of place and time--where we have come from, where we are, and what future possibilities might be. In this respect, they should attempt to reaffirm each individual's uniqueness but at the same time draw connections between common goals shared by all mankind.

6. The courses should appropriately assure reading, writing, and speaking competencies.

The proposed courses are:

HUM 2211	Humanities I: The Foundations
HUM 2231	Humanities II: Renaissance to the Romantic Period
HUM 2250	Humanities III: The Modern World
HUM 2410	Humanities in Asia
HUM 2450	Humanities in the Americas
ARH 1000	Art Appreciation
ARH 2050	Art History I (Course designed primarily for Art majors)
ARH 2051	Art History II (Course designed primarily for Art majors)
HUM 2472	Intercultural Explorations
HUMA 1720	Overseas Humanities
LIT 2110	Great Ideas in World Literature I
LIT 2120	Great Ideas in World Literature II
MUH 2211	Survey of Music History (Course designed primarily for Music majors)
MUL 1011	Music Appreciation
PHI 2010	Introduction to Philosophy
PHI 2600	Introduction to Moral and Political Philosophy
REL 2300	World Religions
THE 1000	Introduction to Theatre

FJC's Honors Program, designed to serve area high school graduates with a cumulative grade point average of 3.5 and above, and open to all students maintaining a 3.5 average in college, provides an excellent vehicle for initiating and evaluating new courses, revisions, and materials. Because of their greater communicative abilities, these students provide the most insightful critiques and evaluations. A new course, INTERNATIONAL EXPLORATIONS: CHINA, is a scheduled sequence to an honors section in ASIAN HUMANITIES now in session. As a further experiment, the course will also be opened to a limited number of upper level students from the University of North Florida desirous of continuing their China studies in a field unavailable to them at their own institution. Three FJC faculty, whose own academic background is lacking Oriental depth, will also partcipate for graduate credit from Jacksonville University in Humanities Independent Study. The possibility for such scheduling is a direct outgrowth of the rapport established through joint participation in faculty seminars. Also to be tested first as an honors course will be ART APPRECIATION including Indian and Chinese Art units developed in faculty seminars. A new course, FOLK AND TRADITIONAL MUSIC of WORLD CULTURES is also scheduled to be introduced as an honors offering. (Please see Appendix for course outlines for INTERNATIONAL EXPLORATIONS: CHINA and FOLK AND TRADITIONAL MUSIC OF WORLD CULTURES.)

Inter-institutional activities and consortia programs augment international studies offerings. The International Students' Association brings together students from FJC, Jacksonville University, and the University of North Floria. Through cooperative effort and expertise provided by the University of Florida's Center for African Studies, FJC secured a grant for a Group Studies Abroad program in Sierra Leone. Community college instructors from Brevard Community College, Pensacola Community College, Cuyahoga Community College, and Bunker Hill Community joined with six FJC faculty in a six-weeks' study program in Sierra Leone under the leadership of Dr. Robin Poynor, Professor of Art History at the University of Florida.

Under the sponsorship of the Community Colleges for International Development and the Taiwan Ministry of Education, four FJC employees joined with other community college educators in coordinating and conducting workshops for Chinese instructional personnel in Taiwan.

FJC sponsored several student/study travel tours for the summer of 1982. All were open to students from other Florida institutions as well. A Humanities European Study/Travel Tour and a Study Tour of the People's Republic of China were successfully undertaken. However, a new Mexican Study/Travel Tour was cancelled for lack of applicants. Two FJC Theater majors were awarded scholarships for Aristotle University's Summer Intensive Course in Modern Greek by the Greek Ministry of Culture and Science.

Membership in the International Studies Association led to participation in the CISE Summer Workshop at Ohio State University by five faculty members representing all campuses at FJC. Materials and information obtained at Ohio State were shared with colleagues in divergent disciplines and have already been incorporated into course syllabi.

Cooperative production of the Great Decisions programs of the Foreign Policy Association continued with the four area post-secondary institutions, Jacksonville University, University of North Florida, Edward Waters College, and FJC each hosting two sessions for which they provided speakers.

Through support of and membership in the Jacksonville International Trade Association, business concerns have become interested in FJC's international programs. Several members have served as resource personnel or recommended available experts. JITA's Executive Director participates in faculty seminars and has hosted several guest speakers at luncheons.

The National Council for International Visitors sends to Jacksonville delegations selected by American consular officials abroad as influential opinion shapers and policy makers in their native countries. FJC professors, who are members of the Foreign Visitors Committee, have hosted several visitors from Asia, including those from India, Nepal, and Japan. Some have graciously agreed to address certain classes. Their adroit handling of student questions and the attitudes of the students themselves have left each with a greater sense of understanding and respect.

Thus, through a multiplicity of ways, internationalization continues. Both the curricula and personnel of FJC reflect it and perhaps thus influence the community at large. Or, is it community influence which provides the thrust? Perhaps it is a complementary dynamism, working together to educate for the 21st century.

ADDITIONAL MODULES DEVELOPED BY
FACULTY SEMINAR PARTICIPANTS
1981-82

HUMAN RIGHTS AS A PART OF U.S. FOREIGN POLICY - Jerry Drum

The implication for current U.S. foreign policy on Human Rights through a study of the World Health Organization's stand on the selling of infant formula to Third World nations.

CAREER OPPORTUNITIES IN INTERNATIONAL BUSINESS - John F. Wagner

A listing of 15 corporations offering an interesting variety of careers in business both at home and abroad. From these, students would select one to explore in depth in order to formulate programs or special areas of study best suited to the needs of the chosen concern.

GROUP PROJECT REPORT ON AN EMERGING NATION - Earl Farris and Ann Dolgin

Select any one nation which reflects the characteristics of an "emerging nation" as the term is used in class discussions. Develop a four-page newspaper, the major front page story of which is an account of some important event which actually occurred in the country. The remaining stories, feature articles, letters to the editor, obituaries, notices, advertisements, etc., can be based on any events taking place within the same decade of the main event. For example, an event in 1979 with the remaining articles reflecting the decade of 1970-79. Inclue also a long-range weather summary and/or any other factors affecting the daily activities of the people.

FORCES TO CONSIDER IN INTERNATIONAL BUSINESS - John F. Wagner

The necessity of specific knowledge for a nation or region as studied through case examples. Physical Forces - location, topography, climate, and natural resources - determine the success or failure of a pineapple cannery in Mexico. Sociocultural Forces play a dominant role in the success of an advertising-marketing strategy. Political and Economic Forces are of obvious importance with numerous examples.

REFERENCE GUIDE IN INDIAN ART: FOR USE BY HUMANITIES AND ART FACULTY - Eleanor Allen

A listing and evaluation of experts in the field, their publications, and recommendations for purchase if not indicated within present college holdings. The same is done for slide and film resources.

REFERENCE GUIDE IN CHINESE ART: FOR USE BY HUMANITIES AND ART FACULTY - Eleanor Allen

A listing and evaluation of experts in the field with their particular fields of concentration. Useful for resource purposes and publications. Followed by an annotated bibliography of important volumes not a part of our present college collection. Provides opportunity for selective purchasing over a period of years.

WOMEN IN FOOD PRODUCTION AND PREPARATION: ROLE DETERMINATION IN EMERGING NATIONS -
Mary Louise Shannon

How women's potential can be hindered or encouraged through understanding of traditional cultural patterns.

INTERNATIONAL BUSINESS UPDATE - Marshall Friedman and Richard Brooke

A compilation of international business data from the Wall Street Journal and other recognized publications for use as a reference source. Kept current on an ongoing basis, it can be used as a bridge to close the gap between the event and its publication in text form. Can be used to track business trends from a global perspective and also serve as an international reference of business information for departmental use in the curriculum. Areas will include balance of trade, interest rates, unemployment, new ventures and/or products, etc. Material filed by country, date, and topic.

FLORIDA'S INTERNATIONAL CAREER OPPORTUNITIES - John F. Wager and Richard Brooke

This module deals with international potentials in banking, advertising, marketing, hotel/motel, transportation, distribution, education, marine sciences, allied health services, communications, insurance, and law.

CHINA TOUR - Mary Alice Webb

An itinerary for an FJC student study tour including Beijing, Xian, Nanking, and Shanghai. With San Francisco departure, there is a two-day stay in Tokyo before flight to Beijing. Return to San Francisco via Hong Kong.

REVISION OF SS 1120 - ORIGINS OF AMERICAN SOCIETY - Barbara Walch

Purpose of Revision: This course is designed to help you obtain an awareness of the viewpoints of Hispanic, Black, Asian and Native Americans on American History, their experiences and goals, and their interrelationships with developing American institutions--political, economic and social. You are expected to learn basic factual information but also learn to analyze and interpret the motives, actions and trends of the past and relate these to present happenings.

Required texts: Chronicles of American Indian Protest.
Black Protest.
A History of the Mexican-American People, Simon and Samera.

Recommended text: Indian and Proud of It.

FLORIDA JUNIOR COLLEGE: PERIODICALS FOR GLOBAL STUDIES - Marie Dunagan

Periodical holdings in all four campus Learning Resource Centers listed by alphabetic topic, chronology, and campus.

Oakton Community College, Des Plaines, Illinois
Patrick V. Casali, Project Coordinator
September 1, 1982 - August 31, 1984

Abstract

A Proposal to Coordinate and Expand International Studies and Foreign Language Instruction at Oakton Community College

Oakton's philosophical orientation is embodied in the mission statement "the College asserts that learning is for living as well as for earning." The proposed approach to International Studies reflects this philosophy. The College maintains that all Americans should be exposed to the cultures, customs and languages of other nations and therefore is highly committed to integrating global awareness throughout the degree oriented curriculum, non-credit programs and extracurricular activities. Oakton's faculty are organized in learning clusters rather than subject specific departments. This administrative structure promotes cooperation among disciplines in courses and programming is ideally suited to the teaching of global issues which inevitably transcend discipline boundaries. Foreign language instruction is already integrated into the academic mainstream rather than being isolated in a distinct foreign language department. Because of the College's philosophy and organization, International Studies at Oakton can pervade the entire curriculum, promoting global awareness among the entire faculty as well as students enrolled in liberal arts, vo-tech and continuing education programs.

The overall goal of the proposed project is to expand existing International Studies resources into a comprehensive program by integrating global awareness into Oakton Community College credit and non credit curricula and campus activities.

The major objectives of the project are:

1) To increase involvement of the faculty at large in International Studies at Oakton;

2) To promote student participation in International Studies courses and programs through student activities and other methods;

3) To internationalize the transfer oriented, general education, vo-tech and continuing education curricula and provide opportunities for overseas study;

4) To arrange for articulation with four year colleges and universities;

5) To establish OCC's program of Educational Services for Business, Industry and Government as a resource to the business community for international education;

To foster these objectives, the following are the major activities to be conducted during the two year project period:

1. Increase Faculty Involvement

    1) Provide support for attendance at conferences on international education.

    2) Conduct four staff development workshops (one per semester)
    .Why International Studies at OCC: Global Interdependence
    .Culture Shock and its Impact on International Trade
    .World Energy and Environmental Crises
    .Arms for Peace: A Realistic Policy in a Nuclear Age?

    3) Conduct 12 monthly brown bag lunches to encourage faculty to deliver presentations to their peers. Presentations may describe successful teaching methods, instructional units or research projects in the field of international education.

    4) Provide administrative and clerical support to faculty developing grant applications for exchange programs and overseas research projects.

    5) Provide opportunities for interested faculty to teach abroad at Oakton's overseas program or to lead study abroad courses.

2. Promote student enrollment in International Studies courses

    1) The office of Student Activities will sponsor an "International Week" featuring a foreign film festival, an international food festival, art, dance and culture of various countries, and travelogue audio visual presentations. A highlight of the week will be presentations by students who have participated in study abroad programs.

    2) Introduce an international component into existing courses through modules and examples.

    3) Develop and offer two credit courses on the cultures of France, Spain and Latin America, Germany, Italy and Israel to encourage students to enroll in Oakton's more rigorous foreign language courses.

    4) Invite prominent guest lecturers to speak to 12 International Studies classes per year and open these to the entire student body. Presentations will be well publicized.

    5) Offer study abroad courses and programs and recommend prerequisite International Studies courses.

3. Internationalize the Curricula

1) Fourteen existing courses will be internationalized.

2) The following modern foreign language and studies courses will be developed and offered:

.French 100 - Perspectives of France
.French 150 - Introduction to Commercial French
.Spanish 100 - Perspectives of Spain and Latin America
.Spanish 150 - Introduction to Commerical Spanish
.Italian 100 - Perspectives of Italy
.Italian 150 - Introduction to Commercial Italian
.German 100 - Perspectives in Germany
.German 150 - Introduction of Commercial German
.Hebrew 100 - Perspectives of Israel
.Hebrew 150 - Introduction to Commercial Hebrew

3) Five additional International Studies courses will be developed.

4) Four 'Options in International Studies' will be developed, from which students may select an internationalized program to meet their personal needs and degree requirements.

OPTION I

International offerings for Liberal Arts students

OPTION II

International offerings for Business/Vo-tech students

OPTION III

International offerings for non-English speakers

OPTION IV

Global Awareness for non-degree students

5) Develop overseas practica for interested students enrolled in the Hotel-Motel Management and Child Care Services vo-tech programs.

6) Provide opportunities for fully accredited semester or summer of study abroad at either Loyola University's Rome Center or Rosary College's Villa Schifanoia.

7) Expand OCC's Gifted Student Program in mathematics to include foreign languages and culture studies.

8) Develop new adult/continuing education industry-specific foreign language courses in French, German, Italian and Hebrew. Current offerings include Spanish in Business, Spanish for Managers, and Spanish for Medical Personnel I and II.
College credit may be awarded based on competency examinations.

4. Articulate with senior colleges and universities

1) Develop and submit articulation agreements for new courses to six senior institutions in Illinois.

5. Provide International Educational Services for Business, Industry and Government

1) Systematically survey neighboring international firms to determine their need for Oakton graduates with training in international skills such as import export, international marketing or knowledge of foreign languages.

2) Assess needs of neighboring firms for short term in plant-training in International Studies such as intensive language courses, business specific language courses, or cultural overviews for executives.

3) Survey former Oakton students employed by neighboring firms to assess their needs for continuing education in International Studies.

4) Develop short term training programs in response to the needs assessments.

PART IV - PROGRAM NARRATIVE

1. a) NEED

International forces are shaping the modern world, but educational institutions are not preparing our citizenry to understand them. As a 1980 *Change* editorial stated, "America's young face a set of new national and international circumstances about which they have only the faintest of notions. They are, globally speaking, blind, deaf, and dumb; and thus handicapped, they will soon determine the future of our nation."

We are living in a world characterized by unprecedented global interdependence. The economic advantages of product specialization have increased international trade. The role of multinational corporations in world affairs is growing. Jet travel and technological advances in the telecommunications and computer industries have all but eliminated national boundaries.

Global interdependence has improved our standard of living, concurrently increasing our susceptibility to problems of other nations such as overpopulation and food shortages. Heightened by the impact of nuclear proliferation, economic, political and social events in the Middle East, Poland and Latin America now hold particularly important implications for domestic security and personal freedoms.

Although the world is rapidly becoming more globally interdependent, United States educational practices continue to reflect an earlier era of greater economic self-sufficiency, military world leadership and cultural isolation. In The Tongue-Tied American, Congressman Paul Simon notes:

> "The United States continues to be the only nation where you can graduate from college without having had one year of a foreign language during any of the twelve years of schooling....One-fifth of the nations's two-year colleges offer no foreign language....It is even possible to earn a doctorate here without studying any foreign language."

In contrast, Japanese business people avidly study the language and customs of countries with which they trade. The Soviet Union, too, has recognized the importance of international exchange in education, and has substantially increased the number of students enrolled in college and university exchange programs. The U.S.S.R. supports 12 times the number of fellowships we provide to African students and 10 times the number we make available to Latin Americans.

In addition to being affected by international and national forces, local factors reinforce the need for improved global education at Oakton Community College. Until recently, the district population was almost entirely white and homogeneous. However, the number of foreign born community residents is increasing rapidly, representing nations as diverse as Russia, Serbia, Greece, Korea, South America and Mexico. The changing district composition is introducing new dynamics into the community. The College can play an important role in absorbing these populations, simultaneously helping them adjust to American culture and utilizing the new enthnicity to benefit the community as a whole.

Moreover, Oakton's district houses headquarters and branch offices of numerous multinational corporations. Recent conversations with several neighboring firms have revealed a need for employees possessing a world view as well as specific knowledge of foreign languages and cultures. The College will serve both its students and community firms by providing a high quality program which develops these capabilities.

In response to current national and local circumstances, the College has identified the need for a comprehensive global education program as an institutional priority. (See Appendix I for letters of support from Oakton Administrators) Through the proposed project, Oakton will coordinate existing International Studies activities; promote global awareness among faculty and students as an urgent social issue; package related offerings to meet student objectives; develop new programs and courses which will attract students; publicize project activities to students and the community; and actively foster the study of foreign languages.

1. b) GOAL AND OBJECTIVES

The overall goal of the proposed project is to expand existing International Studies resources into a comprehensive program by integrating global awareness and the study of foreign languages into Oakton Community College credit and non-credit curricula and campus activities.

Objectives

Specific related objectives over a two year period are as follows:

1) To formalize the specific responsibilities of the project planning team and project coordinator in coordinating International Studies activities and introducing new initiatives;
2) To increase the involvement of the faculty at large in International Studies at Oakton;
3) To increase student participation in International Studies courses, foreign languages and student activities to approximately 3,500 students;
4) To internationalize the transfer oriented, general education and vo-tech curricula by developing 15 new foreign language and International Studies courses, adding an international component to 14 existing courses and developing new continuing education courses based on client demand;
5) To arrange for articulation with four year colleges and universities;
6) To establish OCC's program of Educational Services for Business, Industry and Government as a resource to the business community for international education;

7) To maintain existing linkages and develop new linkages with colleges conducting International Studies programs for the purpose of resource sharing;

8) To further develop and organize international holdings in the Learning Resource Center including print and audio visual materials;

9) To publicize International Studies offerings within the College and to the business and residential communities as appropriate.

2. RESULTS AND EXPECTED BENEFITS

During the two year project period, Oakton's faculty and staff will undergo an educational process necessary to integrate a world perspective into the entire range of College programs. An organizational framework will be established and resources will be obtained. Students will be motivated to enroll in International Studies and foreign language courses. By the end of the funding period, offerings will continue to be developed through normal College channels, allowing the program to operate and expand without external support.

Students educated at Oakton will overcome the mid-west insularity and ethnocentricity that is widespread in our region. The world view they gain at Oakton will remain with them in future study, work and family experiences. As these students become globally aware citizens of our community and of our nation, the impact of the proposed program will extend far beyond the college setting.

International education opportunities will benefit the many diverse multinational corporations located in Oakton's district. Employees with increased global awareness and industry related foreign language skills will assist these firms to improve their trade position in the international marketplace.

3. APPROACH

a-1 Plan Of Operation

Oakton's philosophical orientation is embodied in the mission statement "the College asserts that learning is for living as well as for earning." The proposed approach to developing an International Studies program reflects this philosophy. The College maintains that all Americans should be exposed to the cultures, customs and languages of other nations and therefore is committed to integrating global awareness throughout the degree oriented curriculum, non-credit programs and extracurricular activities. The interdisciplinary learning cluster system (See description of the College) promotes cooperation among faculty in courses and programming. This administrative structure is ideally suited to the teaching of global issues which inevitably transcend discipline boundaries. Foreign language instruction is already integrated into the academic mainstream rather than being isolated in a distinct foreign language department. The cluster system enables foreign language faculty to interact with faculty from other disciplines permitting an exchange of ideas which is reflected in instruction. Because of the College's philosophy and organization, International Studies at Oakton can be fully integrated into the curriculum, promoting global awareness among the entire faculty as well as students enrolled in liberal arts, vo-tech and continuing education programs.

In order to devise and implement activities which will support this goal, a project planning team has been formed. The planning team is responsible for college wide coordination of International Studies activities. This team is interdisciplinary, composed of faculty in the foreign languages, humanities and vocational fields and two cluster deans (see Appendix F). A humanities faculty member has been designated as project coordinator. Based on past experience, the planning team anticipates that generating student interest and enrollment in International Studies courses will be a major challenge. The team will work with the offices of Student Activities and Curriculum and Instruction to develop activities which will function as incentives for student participation. (see Objective #3).

The planning team has already surveyed the Oakton faculty to assess interest in International Studies. The survey met with an enthusiastic response among a sizable core of faculty. Existing OCC course offerings have been examined and 88 have been identified as foreign language or International Studies courses or courses with at least one section taught from a global perspective. (see Appendices A and B). Faculty at large have been asked to select courses well suited to a global approach and to propose new additions to the International Studies curriculum (see Appendix C). Information gathered by the planning team will serve as the basis of the four proposed 'Options in International Studies.' These 'Options' will enable interested students to meet program and degree requirements with global studies courses.

To ensure that all project activities become integrated into the mainstream of the College, the planning team will establish linkages with the various administrative units. A team member will work with each unit to develop international offerings of contemporary relevance and to coordinate these offerings with other project activities.

GLOBAL DIMENSIONS IN AN INTERNATIONAL CURRICULUM

Bergen Community College, Paramus, NJ
Professor Lynda Icochea, Project Director

CONTINUATION REQUEST

Current Status -

I. First Project Year 1981-82

A. The first goal of the project, to develop and infuse international/intercultural concepts based on the theme of global interdependence into the general liberal arts program has been satisfied and is continually being developed by the following activities:

1. Fall - 1981

a. In July, 1980, the Center for International Studies was established and staffed by: Prof. L. Icochea, Director; Ms. Bonnie Mitchel, Secretary; and three student aides. The Center's Director, Prof. Icochea, reports to Dr. Jose Lopez-Isa, Acting President of the College. The Center has served as a catalyst for new initiatives and has provided leadership for all project activities.

b. 16 cross-cultural teaching modeuls, defined as 6 - 12 hours of instructional units, based on a thematic approach to global interdependence were developed by December 19, 1981. An additional 11 modules were developed by faculty, under the direction of Prof. Icochea, and funded through the College's Center for Institutional Research and Development. The modules developed are:

Name of Faculty Member	Title of Module
Rita Koors Myers	"Themes in Cross Cultural Music Appreciation"
Toyoko Allen	"Japanese Body Language, Social Amenities and Spatial Relationships"
Dr. Jane Garofano	"Biological Methods of Childbirth and Delivery in Other Cultures (Future ideas: (1) Modes of Contraception (2) Cancer)
Prof. Kathleen Pignatelli	"A Global Look at Contemporary Health Problems: Stress, Divorce, Alcoholism"
Prof. Nusia Frankel	"Cultural Awareness: Diverse Attitudes and Values"

Name of Faculty Member	Title of Module
Prof. Barbara Passikoff	"Cross Cultural Perspectives of Concepts in Physical Education"
Prof. Kevin Sullivan	"The Cold War: A Cross Cultural Perspective"
Prof. Sandra Silverberg	"Conversational French for Business and Industry"
Dr. Robert T. Wiater	"Cross Cultural Psychology"
Prof. Anthony Beninati	"The American Revolution in an International Context"
Prof. Queen Patterson	"Introduction to Foreign Correspondence in Machine Transcription"
Dr. Mostapha Baligh	"Themes in Cross Cultural Consumer Economics: A Soviet Perspective"
Dr. John Patierno	"Cross Cultural Perspectives of Anthropological Issues"
Dean Margaret Hayes	"African Perspective of Mental Health"
Dr. Paula Rothstein	"Cross Cultural Body Language, Spatial Relationships and Social Amenities: A German Perspective"
Dr. Ursula Daniels	"Cross Cultural Themes in Early Childhood Education: The Hispanic and Haitian Child"
	"Cross Cultural Approach to the Language and Creative Arts"
Prof. Wilfred Ramlall	"Intriduction to Computers: A Cross Cultural Comparison of Educational Methodology"
Prof. Giacomo Scarato	"Italy and the World We Live In"
Prof. Charles Bordogna	"Cross Cultural Teaching Modules for English Composition One"
	"Cross Sultural Teaching Modules for Enclish Composition Two"
Farivar Saifpour Fatemi	"New Nations and Old Cultures, Their Hopes and Aspirations -- Their Challenge to the United States"
Prof. Anthony Beninati	"Japanese Business Principles"
Prof. Beverly Decotiis	"Impact of Body Language and Speech Patterns in Cross Cultural Interpersonal Contact (Asian and South American)"
Prof. Lynda Icochea	"Cross Cultural Body Language, Spatial Relationships and Social Amenities"
Kwok-Leung Li	"Cross Cultural Perspectives of Numerical Systems"
Dr. George Cronk	"Islamic Thought and Culture"

c. In order to enhance faculty understanding of global perspectives and stimulate interest in International Studies, the Center for International Studies organized the following monthly workshops to which all faculty and staff were invited to attend:

1) The Imperative of a Global Perspective in the Curriculum - Dr. Nasrollah Fatemi
2) "Global Education and the Community College Curriculum - Part 1" - Dr. Sy Fersh
3) "Looking at Linkages Bewteen Global and Local Issues" - Mr. Jerry Mische
4) "Bafa, Bafa: A Cross Cultural Activity" - Ms. Paula Gotsch, Mr. Jeff Brown
5) "International Communications" - Prof. Douglas Coil

d. The Center has sponsored monthly "International Awareness" seminars co-sponsored by the Spanish International and Italian Student Clubs, themes included:

- Academic Life
- Music as a Cultural Expression
- Dating and Marriage Customs
- Theatre as a Cultural Expression
- New Values: Art Developed in USA by International Artists
- The Family

e. The Center co-sponsored a Cross Cultural Dance Concert with the College's Student Government with guest artists from Japan, Spain and Puerto Rico.

B. The second goal, the development and implementation of an A.A.S. degree program in International Marketing has been dealth with in the following manner:

1. Prof. Icochea worked closely with Dean Alan Buxton, Dean Jack Crespin and faculty from the Division of Business Administration. All participants agreed that it would be better strategy to offer the International Marketing Curriculum as an Area of Concentration within the College's Marketing Curriculum. This decision was made and justified due to the following facts:

a. Many prospective and present students have made inquiries concerning international busienss courses, and therefore the need for prompt implementation of the pgoram is evident.

b. The procedure required for college and state approval of an A.A.S. degree program is ectnesive and would delay implementation until 1983.

c. The College's Marketing Curriculum will be in place by Fall - 1982 and the International Marketing Area of Concentration can be simultaneously implemented.

2. The following courses were developed for the International Marketing Area of Concentration:

   Fundamentals of International Business - Dr. Jack Crespin
   International Finance and Insurance - Dr. Don Mellon
   International Trade Documentation - Prof. Joseph Martucci
   Conversational Spanish for Business Professionals - Prof. L Icochea
   Conversational French for Business Professionals - Prof. S. Silverberg
   Conversational Italian for Business Professionals - Prof. G. Scarato

3. The following faculty from the Business Administration Division:

   Dr. Jack Crespin, Dr. Don Mellon, Prof. Al Jackson, Prof. John Sullivan and Prof. Joe Martucci have reviewed the Introduction to Business Administration course and enhanced the lectures on international business management perspectives. Prof. Anthony Beninati, the Project's Curriculum Coordinator, created a module to this course entitled, "Japanese Management Strategies."

4. The college's International Trade Round Table has expanded to include 70 companies who send representatives to monthly seminars and workshops. Project faculty, staff and administrators are invited to the Round Table activities in order to strengthen the Association and link the membership closer to College personnel. Members of the Round Table have shown enthusiasm for the Center for International Studies activities and have served as consultatnts for curriculum development in the credit and non-credit international business courses.

C. Spring - 1982

The Project Director, Prof. Icochea, will receive 12 hours release time and the Project Coordinator, Prof. Anthony Beninati, will receive 3 hours release time in order to supervise and ensure the success of the following activities:

1) The modules created in Fall, 1981 will be infused into 27 required and/or "high enrollment" courses. The modules will be evaluated by students, project faculty and external consultants.

2) Evaluation will be reviewed by the Director, Curriculum Coordinator and appropriate faculty in order to modify, delete and/or improve units before dissemination to college-wide faculty.

3) Monthly workshops will continue as follows:

   February - Global Dimensions in Community College Curricula - Prof. S. Devadutt

   February - Making Culture Shock Work for Cross Cultural Learner

   March - "Blobal Education Needs for Business/Career Students" - Mr. Enrique Crespo

   April - Cognitive Approach to Second Language Learning - Ana Berg and Laurie Moody

   March 18 - May - "Global Interdependence in a Historical Perspective" - Pat Mische

4. Monthly events will continue to be publicized through the Center via the newsletter.

5. Six new courses for the International Marketing Area of Concentration will be brought to College Curriculum Committee for approval in January, 1982.

6. The Center for International Studies in cooperation with the Division of Business Administration will sponsor "International Business Day" in February, 1982 as a vehicle for recruitment of students.

7. The College will host Dr. Kenneth Fang from Tepei, Taiwan during the Spring Semester. The Center for International Studies will coordinate Dr. Fang's activities which will include guest lectures in class, at the International Trade Round Table and community presentations.

D. Outcomes 1981 - 82

1. The Center has responded to numerous requests from sister institutions requesting information on curriculum development, community outreach and proposal writing, concerning international studies in general and international business education in particular.

2. Prof. Icochea, Chairperson of the New Jersey Collegiate Consortium for International/Intercultural Education has shared information and resources with participating members. The Consortium is planning a conference for May, 1982, the theme will be a "Practical and Viable Approach to International Education."

3. Prof. Icochea presented a workshop on "Global Perspectives in the Curriculum" at the New Jersey Education Associations' Convention in November, 1982.

4. Academic Study Abroad Programs have been enhanced and include short-term programs in Spain, France, Italy, Mexico and Puerto Rico. Mr. Rafael Pina is coordinator of these programs reporting to Prof. Icochea.

5. Prof. Icochea has met regularly with the International Studies Community Advisory Board, created in May, 1981. The 16 Board Members have been supportive and actively enthusiastic with the curriculum development and will serve as evaluators for modules and courses according to their appropriate areas of expertise.

II. Project Year Two - 1982-1983

A. A continuation of funding is needed for 1982-83 in order to accomplish the following goals:

1. The development and implementation of a Certificate Program in Import/Export Management.

2. The development and inplementation of an International Studies Area of Concentration in the Associates in Arts degree program.

B. Objectives

In order to effectively carry out these goals, the following objectives will be met:

1. To create 6 new courses specifically for the Certificate Program in Import-Export Management.

2. To develop and present the Certificate Program for college approval and to recruit students for January, 1983 implementation.

3. To create 5 new courses for the Area of Concentration in International Studies.

4. To implement the complete sequence of courses for the International Studies Area or Concentration by Janaury, 1983 and to recruit students, accordingly.

C. Program Plan

1. Objective #1 - Creation of Six New Courses for Import/Export Management Certificate Program

   a. Project director, curriculum coordinator and project faculty will meet regularly to discuss progress of the creation of the following courses:

   - Introduction to International Business Administration
     (Dr. Jack Crespin)

   - Introduction to International Trade
     (Professor Al Jackson)

   - International Credit Financing
     (Dr. Jack Crespin)

   - Export Techniques and Documentation
     (Professor Joseph Martucci)

   - Importing Techniques and Documentation
     (Professor Al Jackson)

   - International Shipping
     (Professor Joseph Martucci)

b. Members of International Trade Round Table, Northern New Jersey Chamber of Commerce and International Studies Advisory Board will be contacted to confirm their willingness to guest lecture in appropriate courses.

c. Project faculty will create new courses in Fall, 1982.

2. Objective #2 - Implementation of Certificate in Import/Export Management

a. Project director and Business Administration faculty representatives will present the following curriculum to the College-wide Curriculum Committee December, 1982 for approval and establishment for January, 1983:

b. Courses will be offered within the following framework:

Proposed
One Year Certificate Program
Import/Export Management

Semester One	Credits
Introduction to International Business Administration	3
Introduction to International Trade (Spring, 1982)	3
Export Techniques and Documentation	3
English Composition I	3
Modern Language for Business Professionals	3
	15

Semester Two	Credits
Importing Techniques and Documentation	3
International Shipping	3
International Credit Financing	3
Social Science Elective	3
Behavioral Science Elective	3

c. Project faculty will develop curriculum materials for inclusion in new courses.

d. The curriculum coordinator and consultants will provide constructive written and verbal evaluation of course content and curriculum materials.

e. Project faculty will coordinate student evaluation of curriculum materials for relevancy and viability.

f. The Center for International Studies in cooperation with the Business Administration Division will prepare brochures to be distributed throughout the community advertising the new certificate program.

g. The Center for International Studies in cooperation with the Business Administration Division will sponsor the second annual "International Business Day" as a vehicle for recruitment of students to the curriculum and informing college personnel and community-at-large of the program.

3. OBJECTIVE #3 - Creation of International Studies Area of Studies Concentration

a. Participating faculty will develop the following interdisciplinary courses:

- Third World Today (Professors Anthony Beninati and Lynda Icochea)
- International Relations (Professors Anthony Beninati and Lynda Icochea)
- Comparative Societies I (Professors John Patierno and Kevin Sullivan)
- Comparative Societies II (Professors Jack Fatemi and Kevin Sullivan)
- The Psychology of Culture (Dr. Robert Wiater and Professor Ricardo Alum)

b. Project director will coordinate a series of ten workshops under the theme "Teaching the Cross Cultural Learner." The ten proposed themes are:

1) The Phenomenology of Culture: Cross Cultural Simulation Activity - Paula Gotsch, Jeff Brown

2) The Comprehensive International Ed Program - Dr. Humphrey Tomkin

3) Assessing International Training Effectiveness (Training Requirements for Community College Personnel for a Successful International Ed Program) - Dr. Jack Nelson, Rutgers

4) Africa in the Curriculum - Dr. Walter Brown

5) World Order Issues - Prof. Sumati Devadutt

6) Intercultural Curriculum Materials - Dr. Cliff Peterson

7) Cultural Differences in Business Practices I - Minolta Representatives, Fiat Representative

8) Cultural Differences in Business Practices II - Goya Inc., Mercedes Benz

9) The Meaning of Communication - Ana Berg

10) Institutionalizing International Studies (Panel to be identified)

c. Project director will secure the services of qualified consultants during the first year of the Project; consultation sessions will be provided for project faculty during the second year.

d. Project director, curriculum coordinator and appropriate consultants will provide constructive written and verbal evaluation for new courses.

e. Curriculum coordinator and project faculty will design student evaluation materials.

4. Objective #4-Implementation of Area of Concentration

a. Project director and curriculum coordinator will present International Studies Area of Concentration to College Curriculum Committee for approval as follows:

First Semester

English Composition I
Foundation of Physical Education
Modern Language
  (by classification exam)
History I
Speech (by classification)

Second Semester

International Relations
Music or Art Appreciation
Modern Language
Physical Education Activity
History II

Third Semester

Foreign Policy
General Psychology
Lab Science
Physical Education Activity
English Elective

Fourth Semester

Laboratory Science
English Elective
Third World Today or
  Comparative Societies I or
  Comparative Societies II
Free Elective
The Psychology of Culture

III. Program Evaluation

In order to assess the effectiveness of the project, the project director and the curriculum coordinator will coordinate an internal and external evaluation of all instructional modules and courses.

1. Key concepts and learning objectives will be developed for each module and course, along with supplementary objectives for each course utilizing a module.

2. Objective tests (where appropriate), will be developed and administered to assess student performance in terms of the learning objective.

3. Each project faculty member will develop structured learning activities to integrate key concepts taught in the module or course. Faculty will provide subjective performance evaluations based on general criteria.

4. The project director will provide a detailed analysis of the critiques of teachers, based on their experiences with the modules and courses.

5. An instrument will be developed and administered in cooperation with the College's Office of Institutional Research and Evaluation to measure possible change in student comprehension of global interdependence and ethnocentric attitudes.

6. The program director will coordinate a written external consultant review of each new course and module developed by program faculty.

7. Student evaluation will be mandatory at the end of each new module and course taught in the first and second years of the program. The program director will assist faculty in such an endeavor.

8. Program faculty will present to the program director, at the completion of each module, a written peer evaluation.

9. A mid-term evaluation has begun in December and will conclude in January, 1982. The program director has begun to conduct a written review of the curriculum materials developed by the program faculty during Fall, 1981.

10. A panel of faculty who have created modules will be invited to attend the Feburary, 1982 international Studies Community Advisory Committee in order to discuss their modules. Board members will offer written evaluations of the modules discussed.

11. Data has been and will continue to be collected on the use of instructional modules, at Bergen Community College and elsewhere.

12. The International Studies Advisory Committee will evaluate the three new curricula programs for relevancy and applicability to community needs.

13. Members of the International Trade Round Table Association will be invited to the critique specialized courses offered in the International Marketing Curriculum and the Import/Export Management Certificate program.

14. Enrollment data and numbers of student inquiries will be maintained for each new course and program.

15. Attendance data and brief participant evaluations will be collected and analyzed for each of the following projects sponsored events:

    a. 20 faculty workshops
    b. International Business Day
    c. Intercultural Week Activities
    d. Sixteen International Awareness Seminars including National and International Students and Faculty
    e. Monthly meetings of International Trade Round Table
    f. International Business Non-Credit Practical Workshops

16. Data will be collected on the utilization of materials assembled in the International Studies Resource Center in the College's Library.

INTERNATIONAL COLLEGE: A WHOLISTIC APPROACH TO INTERNATIONAL/INTERCULTURAL EDUCATION

Howard A. Berry
Rockland Community College
State University of New York

Introduction

Rockland Community College, a unit of the State University of New York, has made a strong and deeply-rooted commitment to international/intercultural education at the populist, community college, level over the past twelve years. Through the work of its president, many administrative officers, and faculty and staff, the College has made international/intercultural education an integral part of its institutional mission.

During those years the College has developed an extensive and sophisticated set of study abroad programs, short-cycle and semester/year, and was instrumental in the formation of a consortium of some 44 colleges spanning a number of states devoted to this purpose. Through this vehicle some 600-700 students per year are able to participate in various forms of study abroad experiences.

International College

With the successful emergence of that set of study abroad opportunities, RCC turned its attention to the important aspect of internationalizing the campus and community. If international/intercultural education were to be truly an integral element of general education, reaching those who cannot participate in study abroad, and bringing the world to the campus and the community, an academic structure was needed to support these dimensions and activities.

Consequently, in 1976 the academic department known as International College was created. International College is an academic division of the College, whose major charge is to stimulate all aspects of curriculum and co-curriculum studies, programs and activities related to international/intercultural developments. Under its administration come Foreign Languages and Literature, English as a Second Language, Admission of International Students, and Intercultural Program development. Its basic function is to bring these elements together into an articulated and interacting totality, allowing international/intercultural offerings to be a visible and ongoing part of the campus and community

With Foreign Languages, International College has helped to support the range of traditional, classroom-based offerings in the main Western languages (French, German, Hebrew, Italian,/Russian, Spanish). Of greater interest, perhaps, has been the development of the Self-Study Language Service (SSLS) which offers over 40 of the so-called uncommon languages on an individualized basis through a combination of self-study materials and native-speaking tutors (many of them drawn from the College's international student population). SSLS thus allows students studying intercultural affairs to add a language dimension, and corporations to provide training for employees dealing with international concerns.

International College has also developed a large and sophisticated English as a Second Language program to serve the many international students at the College, as well as a variety of non-English speaking permanent residents in the area. The program serves over 500 students, at the Main

Campus and at centers located in the communities they serve. It is staffed by full-time ESL faculty, supervising a number of teaching assistants, and presents a number of options depending on the English-language ability of the entering students. They may be assigned to a full program of ESL, or to a partial program accompanied by academic courses suited to their language ability. Specially-designed "support" courses are also available to these students, providing such studies as introduction to American culture, intercultural communication, speech for international students, comparative government. Working with other departments, International College also provides advice and support to the faculty dealing with international students.

In the area of curriculum and program development, International College has been responsible for designing a two-year, Associate in Arts, degree program. This program fulfills all Liberal Arts requirements, while emphasizing intercultural studies and experiences. Supported by a three-year grant from the U.S. Office of Education; a basic, freshman year, "core" offering of interdisciplinary English/Social Science studies emphasizing intercultural concepts and skills has been designed. This course, Culture, Community and Communication, forms the basis for the degree program, and, with administrat support, is projected as a freshman-year college-wide, requirement for general education.

International College also acts as a support element for internationalization in a number of adjunct areas. For one, it conducts faculty development aiding faculty to design and implement international "modules" within existing departmental offerings. It works with the College's Office of Cultural Affairs to schedule lectures, films, and cultural events for campus and community.

It supports the Global Concerns Forums, which brings speakers on topics of current world interest to the campus three or four times a semester. It acts as coordinator for many of the activities of the International Services Association of the Community Colleges of New York (ISACC), a consortium of State University community colleges which was formed to provide a broad range of international services (curriculum development, foreign students, faculty exchange) to the public community colleges of New York. Finally, International College has recently been moving into the area of service-learning. Service-learning is an attempt to fuse academic validation with a period of experiential community service in an intercultural setting, particularly in Third World or minority settings. These experiences are individualized by means of the learning contract mode, and students have participated in programs arranged in Ghana, West Africa, and in the American Southwest.

In addition to study abroad opportunities, and the program offerings through International College, the College has recognized the value of foreign students as an important means of internationalization. In 1978 the Center for International Students was established under the coordination of a member of the counseling staff who had had experience with international programs. The function of the Center is to provide a range of support services to the international students attending the College. It establishes and maintains contacts with embassies wishing to send groups of students for the technical and career programs offered by community colleges, handles the immigration and visa needs of these students, arranges for accommodation, provides orientation to campus and community life, offers academic and personal counseling, and aids students in the process of transfer to senior institutions. As adjunct services it coordinates the use of international students as resources for classroom and community groups, and acts as a channel for the ISACC colleges of New York, recommending international students to them for programs not provided by RCC.

As a final point of note in the chronological development of RCC's international operations, the concept of "networking" is worth mention. In addition to consortial arrangements with other colleges for sharing of resources, the College has moved strongly into affiliations with non-academic groups and organizations. Many such organizations, with similar motivations and extensive resources, exist. Linking, or networking, with them can often create a synergistic effect favorable to both. Thus, for example, the College's Israel program benefits from close ties with local and national Jewish organizations interested in stimulating study in Israel. The move toward service-learning has been greatly aided by links with the Presbyterian church which have opened to students the church's physical and educational resources in a number of locations, and has resulted in the assignment of a church-related person to the College for development of service-learning opportunities. An affiliation with the Lisle Fellowship, which has had long experience in providing community-based intercultural experiences in various parts of the world to students, has allowed the setting up of the Lisle Center for Intercultural Studies at the College, staffed by a Lisle person. Most recently, RCC has become a cooperating member of the Partners in the Americas organization. Through this Washington-based group the College and the County have been "partnered" with a Caribbean community for cultural interchange and educational development, at the same time opening opportunities for faculty and students.

Thus, in a little more than ten years the College has gone from a summer program in England for 20 secretarial students to a broadly-based, highly-experienced operation which involves extensive study abroad opportunities, degree programs and influence on other departments, international students as an accepted part of campus and community life, and the stimulation of numerous cultural and intercultural activities. In the process it has broken much new ground, such as the populist notion of international education for all levels of college students, international knowledge as an integral part of general education, the formation of community college consortia to bring the world to previously provincial communities, concepts such as brokering and networking as a means of sharing scarce resources, and some seminal ideas like service-learning, whose full potential is yet to be revealed as a means of linking the "action curriculum" to international studies.

THE DEVELOPMENT OF AN INTERNATIONAL STUDIES OPTION IN THE LIBERAL ARTS CURRICULUM AT BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Arthur Galub

Bronx Community College is one of several two-year institutions administered by the Board of Trustees of the City University of New York. The College offers a variety of career and transfer programs. The career options are designed to prepare students for employment after earning a two-year degree. The transfer options, on the other hand, are linked to the programs of the senior colleges of the University. The system of articulation between community college and senior college is highly developed, though not flawless. A community college student with a transfer degree gets full credit for his overall work upon entering any senior unit of the University, although special requirements are occasionally imposed by departments in which a major is pursued. The senior colleges house graduate and professional programs at master's level, and the University has a graduate center offering doctoral programs. Consequently, the CUNY two-year colleges are usually well integrated into a comprehensive university system, which incorporates program of significant international content right up to the highest academic levels. In this context, the establishment of an international program at a community college is innovative locally, but quite logically rounds out the University's offerings in this general area.

The academic linkages with other units of the University offering international programs are supplemented by other ties to international activity and awareness. Thus, the New York metropolital area is one of the great centers of international political, economic, and cultural activity, offering myriad careers to properly trained and educated individuals. The faculty of Bronx Community College is unusually sophisticated, highly educated, and well traveled. Those most closely connected with the early planning of the international studies option were also aware of the national debates in governmental and educational circles over shortcomings in foreign language and area competencies. The offerings of the College, while susceptible to improvement, have always contained some international and intercultural content. The student body is overwhelmingly drawn from the various black and Hispanic communities of the West and South Bronx and Northern Manhattan. These communities have become increasingly varied and complex as the result of recent immigration from the Caribbean area and Latin America. All in all, the introduction of an international studies component to the College curriculum at Bronx impacts on a climate with many potentialities for successful development.

The development of the international studies option at Bronx Community College has been funded through its first two years by grants totaling $67,000 from the United States Department of Educations' Undergraduate International Studies and Foreign Language Program. (This funding will terminate June 30, 1983.) The option is largely anchored to the College's Liberal Arts and Sciences Curriculum. However, efforts are under way to link it with business and cooperative work education programs also established at the College. A student enrolled in the option pursues a liberal arts program with special emphasis on history, social sciences, and language courses relevant to selected areas of geographic specialization. In our case, we selected for initial development area and language concentrations in Latin America and Western Europe. Further specializations in Africa and the Middle East are to be devleoped by 1983 and 1984. Students in the option will be encouraged to elect business courses in marketing and internationalmarketing; in this way they are enabled to explore the possibilities of careers in international busienss activity.

In connection with the option, three new courses or course sequences have been developed, namely: 1) Portuguese (a three-semester sequence); 2) Politics of Developing Areas; 3) Economics of Developing Areas. In addition, a course in International Politics has been introduced to the Liberal Arts Curriculum, not as a requirement for the option but as an elective available to the entire College community. An interdepartmental faculty committee meets with the Director of the Option and consultants to the program, to consider how best to develop the option and fulfill our goals and the commitments undertaken under the grant. Members of the group (who receive released time) are also encouraged to attend conferences and workshops in international studies, or in specific relevant disciplines. Moreover, other departments are being encouraged to develop appropriate international electives. For example, the Department of English has offered several sub-genre courses in ENG 14 (Written Composition and Prose Fiction), dealing with Caribbean, Latin American, Third World, or international themes. The Department of Business and Commerce is expected to develop a course in International Business, and the Department of Communication Arts and Sciences has expressed interest in developing a course in intercultural communication. Members of the faculty have also been prompted to think about student and faculty travel programs, and at least two projects are now under consideration, one involving a federal grant for a group project abroad.

Much remains to be done. Although we have a student body rich in appropriate foreign backgrounds and international identifications, recuritment is a considerable problem. There are heavy remediation needs and the understandable appeal of careers involving less preparation and more concrete career directions than we have been able to offer thus far. We are beginning to mount a recuirtment program among high school students, and are obliged to work out details of articulation to specific programs in international studies at some of the senior units of the City University. We will also be attempting to develop extracurricular activities on campus as a way of generating more student interest in international issues throughout the College.

THE MAKING OF THE COSMOPOLITAN EXECUTIVE: THE CURRICULUM WITH AN INTERNATIONAL DIMENSION

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Tacoma, Washington 98447

The project, "The Making of the Cosmopolitan Executive: The Curriculum with an International Dimension", described in the report is now in its second year. The title was inspired by one of our advisors, Rose Hayden, the Executive Director of the National Council on Foreign Languages and International Studies. It is currently supported by the consortium members (Portland State University is a new member), and two federal agencies: The U.S. Department of Education International Studies, and the Fund for the Imporvement of Post-Secondary Education (FIPSE). The project officers of the two agencies, respectively, Susanna Easton and Hilda Moskowitz, have been most helpful in giving us constructive advice and guidance.

While the first year effort was devoted exclusively to the internationalization of the required courses in typical business curricula, this year our task is to refine and to extend this among our member institutions and to begin the internationalization of selected elective business courses. We are also linking these efforts to the design and implementation of several language and area study courses. Eventually, in the third year of our project, we expect to build on this work, adding a few relatively advanced international business courses to the base we have developed.

PREFACE

This is a report on Innovations at the School of Business Administration Pacific Lutheran University. These innovations are part of CORE for International Business, a consortium project of six Northwest universities adding an international dimension to core courses (Common Body of Knowledge of CBK) in programs of business and administration. In addition to the lead institution, Pacific Lutheran University, the other members of the consortium are: Eastern Washington University, Idaho State Universtiy, Seattle University, University of Portland (all accredited members of the AACSB), and Willamette University (a member of NASPAA). The National Council on Foreign Language and International Studies is an external sponsor of the project. Supported by U.S. Department of Education, private foundations and universities grants, the project involves a comprehensive review of all CBK courses, the development and classroom testing of appropriate instructional modules for the CBK courses, a substantial re-education of faculty, and various supportive activities over a period of three years, 1981-84. This report is confined to innovations undertaken at Pacific Lutheran University during the first year (1981-82) of project implementation. For further information and progress reports, please contact: Dean Gundar J. King, School of Business Administration, Pacific Lutheran University, Tacoma, Washington 98447 (206) 535-7251.

I. ABSTRACT

This was the first planned, comprehensive internationalization of the Common Body of Knowledge (CBK) known to us. International modules were introduced in the nine generic non-quantitative CBK courses required of all business students. Combined with two-day international business conference, they gave faculty and students basic knowledge and tools for understanding and evaluating international business, and provided a base for further internationalization of elective courses. The project stimulated faculty innovation, development, research and increased interdisciplinary cooperation and collaboration among faculty members.

II. OBJECTIVES

The overall objective of the internationalization of the business curriculum was to foster among the students and faculty a more mature and informed understanding of the United States' role in an economically and politically interdependent world. Specifically, goals have been formulated in five major areas:

A. To give all students a broader perspective, basic knowledge, and tools to understand and evaluate business entities in interdependent international settings.

B. To promote faculty development, specifically concerning international elements in each faculty member's own and related fields. Special funds were designated to help faculty participation in workshops, seminars, and conferences that focus on international issues of each field. Within each field, project principals were chosed based on existing expertise, interests, and potential benefits from participation in restructuring the curriculum, expanding the expertise within each field, and providing a well-rounded broad knowledge base for the School of Business Administration.

C. To expand access to international materials in our own and other libraries. This goal was intended to give students and faculty opportunities to gain more knowledge and understanding of the international arena of business and the interdisciplinary activities of the various fields. The expanded library holdings provided sources for specific reading assignments, research efforts on the part of students and faculty and discussions of current topics and concerns. This goal included the expansion to inter-library search and exchange activities for faculty without funding restrictions.

D. To build and solidify international ties through conferences, visits, workshops, and to facilitate international exchanges for students and faculty. Members of government, academic, and business communities with expertise in international who visited lectures and participated in local seminars, workshops, and conferences provided additional stimuli for students through direct contact and serve to enrich the knowledge of faculty and students. Exposure of both students and faculty to different cultures was a major important element of the project to create an awareness of the United States as an integral part of the world, and to expose individuals to new and different experiences, attitudes, and perceptions. These ties also included closer working relationships with such major international businesses as the Boeing Company and the Weyerhaeuser Company. Academics became less abstract, more easily related to, and generally more interesting when personal interest and experience were coupled with the studies.

E. To provide a model that other collegiate schools of business can use to internationalize their respective curricula, as well as to provide assistance in adapting or implementing the model developed at Pacific Lutheran University. Because the United States is one country in an interdependent world, basic knowledge and understanding of international aspects of business are vital elements of a business education for all students. Resources to accomplish this, however, are not equally available to all schools of business. By sharing information with four other accredited business schools in the Pacific Northwest (Eastern Washington University, Idaho State University, Seattle University and University of Portland) students are more likely to receive more comprehensive and applicable educations at other institutions.

III. BRIEF DESCRIPTIONS OF THE INNOVATION

This project was undertaken as a first step to give students an improved, comprehensive and international program in the School of Business Administrations. In order to assure that all business students are adequately exposed to international elements of business, all Common Body of Knowledge (CBK) courses were selected for internationalization. To facilitate student perceptions of the interdependence as well as the specific importance of each of the business fields, i.e., Accounting, Finance, Marketing, Management, and Law, specific international themes were then identified for integration into each CBK course. While the components and emphasis differed in each course and in each of the fields, the identification of international themes facilitated systematic implementation.

For each course, only international themes relevant to the material covered were identified; integration of international examples and international modules or blocks was consequently easier facilitated, and little or no coverage of relevant materials was sacrificed through the internationalization of the courses.

An international conference for all students and faculty was used as an integrating experience. Topics related to a single country were presented one day, and special interdisciplinary topic (Productivity-1981; Sensitive Issues, 1982) on the other.

IV. EXPERIMENTATION

The planning stage of the project was completed in August, 1981. During this preliminary phase, faculty members attended workshops, seminars, and conferences held on international aspects of their own fields as well as related fields, international themes were identified in each Common Body of Knowledge (CBK) course, and various members of the government, academic, and business communities with expertise in international business informally evaluated the proposed revisions.

The implementation period covers the academic year 1981-1982. Introduction of the international modules began September, 1981. The Fall, 1981, semester was viewed as a field test; based on feedback and additional expertise gained, revisions were made where necessary or desirable. The revised courses were offered in Spring semester, 1982.

The internationalization of the CBK courses was intended to establish the basis for expanding the internationalization of the non-CBK courses in each field. The international aspects incorporated into the CBK courses were intended to provide basic knowledge and concepts: in the next stage of the internationalization of the business curriculum, it was planned to introduce nine technical and specific international elements into the upper-division courses in each field.

Dissemination of the project results and of future plans occurred at special regional meetings, such as the Western Association of Collegiate Schools of Business. Other presentations were planned for the national meetings of the American Assembly of Collegiate Schools of Business in Honolulu and the International Studies Associatoin in Cincinnati. In addition, copies of the project description have been furnished to other institutions, the National Council for International Studies and Foreign Languages, Exxon Educational Foundation, and FIPSE. In December, members of the AACSB accreditation team also received a status report on the project and an opportunity to evaluate progress and content of the innovation.

Evaluation of the project is both formal and informal.

Evaluations were made by selected advisors from the academic and industrial communities. The National Council on Foreign Languages and International Studies has adopted the project as a model program, and the School of Business Administration has been awarded a grant by the Shelby Cullom Davis Foundation for further research and dissemination of ethical, legal, economic, and policy studies on international trade and finance.

informal suggestions were made by guest speakers and visitors from other business schools, the International Trade Administration, and industry.

V. EFFECTS ON ACADEMIC PRODUCTIVITY

The academic productivity relative to this project was at first predominately pedagogical in nature. Course materials, exercises, caselets and cases were developed for the courses selected. The project further stimulated faculty growth, noticeable in several areas. A major growth has been noted in the ability of faculty members to apply their knowledge to international situtations. Several faculty members started planning and implementing research in international settings, including the application of financial management techniques in ambulatory health care in the U.S. to Australian health care, and comparative studies of consumer needs and management styles in Washington State and Le Havre, France. In addition, several textbooks written or published by faculty members reflected international perspectives throughout the texts. Especially promising are the joint research and publication efforts of one-quarter of the faculty and scholars abroad.

VI. EFFECTS ON EDUCATION QUALITY

The project was intended to facilitate better preparation of students for effectiveness in the business community and to educate more cosmopolitan business leaders. With systematic, comprehensive, schoolwide planning, the international dimension of business studies was made substantial and meaningful.

Within the School of Business Administration, the planning and implementation processes led to a thorough review and upgrading of all required business courses. It fostered stronger interdisciplinary involvement on the part of faculty members as well as students. The use of auxiliary resources in the classroom, including video tapes, computer simulations, and scholarly articles was increased noticeably. Individual student participation in international exchanges, language and area studies, and in international internships with the International Trade Administration and with business organizations abroad increased well beyond previous activity levels. In general, more emphasis was placed on current issues in the courses, leading to more interest and involvement by students as well as faculty members.

VII. CONTENT CHANGES IN EDUCATIONAL PROGRAM

Two-week international modules in the nine generic non-quantitative CBK courses were introduced:

Principles of Economics. The international module includes the effects of domestic inflation on the inflation rate of other countries, the effects of exported inflation on the inflation rate of other countries, business fluctuations, international trade, international finance in less developed nations, comparative systems, and economic policy restraints.

Law and Society. The revised course includes international jurisdictional conflict, legal dilemmas of Americans abroad, and the legal system as a factor to enhance of limit multinational business.

Financial Accounting. The module includes trends and standardization of international accounting practices, national differences in accounting principles, consolidation of statements of foreign subsidiaries, accounting for foreign exchange, and comparisons of U.S. inflation models with models in three gobal regions.

Management Accounting. The module includes transfer pricing in multinational corporations, make or buy decisions by multinational corporations, assessment of inflationary trends in countries of three global regions, and international comparisons of behavioral impact of control systems.

Management. The module in length, includes comparative management organizations and styles, culture-bound conceptions of management, and economic growth and management.

Personnel and Industrial Relations. The module includes cultural differences in managerial decision making, communication, and conflict resolution, the use of "ombudsman," and staffing international operations.

Managerial Finance. The revised course includes topics as foreign exchange risk due to fluctuating rates, foreign direct investments, and analyzing costs in the selection of capital markets, currencies, and maturities to obtain lowest cost of financing.

Marketing Systems. The module includes multinational product planning, multinational pricing strategies, multinational marketing, and overseas entry.

Business Policy. The revised course includes comprehensive case studies emphasizing international business and multinational corporations; social, ethical, religious, economic, and educational implications in the international contexts and co-determination and other approaches to industrial democracy.

VIII. PLANS FOR ADDITIONAL DEVELOPMENT

The development of international modules for the nine generic non-quantitative CBK courses required for all business students established a base for further development and innovation in each of the five major fields: Accounting, Finance, Marketing, Operations Management, and Personnel Management.

With the establishment of this fundamental base, upper-division courses in each field are currently being reviewed and restructured to include international elements. While in some courses, including two courses in Accounting, one in Finance, and one in Marketing, have already begun partial implementation of international materials, September, 1982 has been targeted for the majority of the upper-division courses to be taught with international modules. Eventually, one or two interdisciplinary international business course will be designed and offered as electives.

The third level of internationalization of the business curriculum will be completed within two years in the MBA courses. The proposed strategy there will closely follow the model used in the undergraduate program.

Interest in the project was generated among all faculty members, and was evidenced by additional activities currently planned or in process as well as wide involvement in the revision of the curriculum. Faculty members have participated in conferences, seminars, and workshops highlighting international issues and concerns. Most faculty members will continue the participation in such activities in the future. Faculty research on international topics are currently in process by six faculty members.

Additionally, faculty members from each functional area, assisted by managers or a major international firm, are planning to complete an interdisciplinary international case for use in each of the functional areas.

An integrating experience, an annual two-day International Business Conference has been organized for all students and faculty. Assisted by SAS, this conference presents a selected Scandinavian economy every year, and addresses specific interdisciplinary topics, such as Productivity (1981) and Sensitive Issues (1982).

The project has been most successful in encouraging collaboration and integration between faculty members of different fields. This cooperation has led to ideas and plans for integrated workshops, and conferences. The Shelby Cullom Davis Foundation awarded a grant for 1982 to study critical issues in international business with a focus on the ethical, legal, economic, and policy issues, one example of some of the more tangible results of the interdisciplinary cooperation fostered of faculty.

FACT SHEET
WARREN WILSON COLLEGE INTERNATIONAL STUDY PROGRAM

In January 1982 Warren Wilson College initiated a new international study track as part of the intercultural studies program.

Warren Wilson is seeking to provide an "appropriate" educational approach to understanding our world today. By having a stronger interdisciplinary perspective students can test their ability and adaptibility to the changing world around us and develop skills, career opportunities and values for a fuller life.

Through cross-cultural work experiences in other cultures and an international emphasis in our own courses at Warren Wilson we can experience other life styles than our own. Special emphasis will be placed upon what constitutes a world citizen approach to education, what technologies are appropiate in other cultures as well as our own, and what kind of lifestyles and community are desirable in today's changing world.

Two student volunteer groups were formed from the first students who signed up for the new international studies program. The first group of ten will work from August to October in the small community of "La Cienaga" building earthquake resistant structures.

The college continues to explore other community development projects in countries nearby with cultures different from our own: Haiti, Honduras, Costa Rica, Mexico, and Jamaica, all have non-profit groups with interest in the volunteer student program.

Each student will be required to maintain a journal of his/her experience and to keep a personal diary. Upon return to Warren Wilson at the end of the eight weeks period the student's community service will include helping to orient new students preparing for the field experience and to share the experience with the wider Warren Wilson community.

One unique aspect of this program is the ability of the college to integrate the daily student work with a need in a developing country. As an example the building of a 1000 sq. foot Appropiate Technology Center will be accomplished by students in the international program. The shop will be built using local earth, stone, sand and timber with labor intensive methods useful in developing countries.

Required Courses for preparation:

Soc/Ens/L10	Global Issues (4 hrs. credit, core 10) - an overview of issues and perspectives taught by Glenn Mitchell with presentations by members of the international development program group.
Soc/Lis 342	International Development and Appropiate Technology (3/16) taught by Ollie Ahrens and Chris Ahrens with other staff members. This course is a seminar and field orientation

including projects and field trips to prepare students in the international development program for service work abroad. It will involve discussion, presentations, and practical experience necessary for development work in specific project sites. Prerequisite- Global Issues. Enrollment is limited to those enrolled in the program.

Lis X51 Spanish I (4/8) Introduction to the Spanish language, taught by Carol Creager. Verbal Symbols core.

Lis 271 Self Instruction Languages - Optional language preparation in addition to Spanish I beginning Term I using tapes and drilling under supervision of Virginia McKinley.

Overseas Field Project:

Soc/L398 International Development Field Study-Work project supervised by staff and including journal record and discussions.

Soc/L399 International Development Practicum - work project supervised by staff and including required post project paper and seminar presentation.

Schedule of Courses: January '83 Project Group

	Spring '82		Fall '82		Spring '83
	III	IV	I	II	III
Global Issues	4				
Self Instruction Lang.			2		
Spanish I				4	
Int'l Dov & Appr. Tech.			3		
Int'l Dev Field Study					4
Int'l Dev Practicum					4

Other recommended courses:

Intercultural Communications, Economic Development, Environmental Economics, Language Study, area courses such as the Introduction to Mexico, Central America and the Carribbean, Nutrition, Appropiate Technology, Horticulture, and Community Field studies.

Costs:

We plan to keep the costs of this program as low as possible so that it is available for everyone. Costs will depend on the project sites selected. They will cover living expenses of room and board, and travel expenses as a group to the host country. An estimate of the cost of room and board living with a family is about $4.00/day or $250 for eight weeks, while living and preparing meals together could be less. Travel expenses will depend on the site. Round trip air fare from Miami to most of the immediate Caribbean area is about $250 with overland travel to Miami about $50. The range will be something between $100 to $400 for travel and $150 to $250 for room and board. Regular tuition will cover the 8 hours of course work during the project. We are also planning to develop a support system to help meet these costs, but this will in part depend of the initiative of the students in each group.

Application procedure:

Discuss your interest with a staff member of the program. Then write a two-page statement of interest to the program committee. Turn it in to

Glenn Mitchell, Jensen 106, Box 5003, or Chris Ahrens, Jensen 101. Include a discussion of your background in terms of coursework, languages, experiences, travel, and/or friends you know which have made you interested in and prepared for the international development studies program. Tell us what work skills you have which might be helpful in the group. Also explain what your future plans are and how this program experience would be valuable for you. Finally, indicate your year in school and the program you want to go on (whether Term III, January 1983 or later.) We will attempt to accomodate everyone.

For more information: Contact any member of the program
or Glenn Mitchell, Jensen 106.

GROUP PROJECT ABROAD

Roland Terrell
Group Study Abroad in Sierra Leone
Florida Jr. College at Jacksonville

1. Program Narrative

Florida Junior College at Jacksonville, in collaboration with Brevard Community College, Cocoa, Florida; Bunker Hill Community College, Charlestown, Massachusetts, Cuyahoga Community College, Cleveland, Ohio; and Pensacola Junior College, Pensacola, Florida; herewith applies for federal assistance under the Fulbright-Hays Training Grants -- Group Projects Abroad Program (84.021) to conduct a six-week field seminar for community college faculty and administrators.

The purpose of this trip is to provide first-hand experiences to participants who will return to their colleges for the further development/embellishment of programs in African Studies and/or Black Studies and/or African Studies. This will enable the participating community colleges to transform the existing network of teachers in these areas into communities of experienced resource persons from which broader outreach efforts can evolve. The colleges selected to participate have indicated a need and interest in such an experience. They have programs, courses, and special international projects at their institutions that qualify them for participation in this seminar abroad.

2. Need for Assistance

a. An educational institution has a responsibility to offer a curriculum that provides an international/intercultural dimension to the educational experiences of its students. An internationalized curriculum is an ultimate goal toward which all efforts in international education programs contribute. To this end, the preparation of faculty must include educational experiences that will enable them to inject an international dimension into current program and course levels. The opportunity to study, travel and live in a totally different geographical and cultural environment provides an excellent means to achieve this goal.

In its final report, released in November, 1979, the President's Commission on Foreign Language and International Studies states:

> The community colleges have recently become more active in international programs, especially in exchanges and technical assistance. To strengthen international studies in the curricula, however, community college faculty members need more in-service education opportunities especially because most were hired at a time when few colleges had the international studies commitment that many have since developed. (pp. 75-76)

In response to this, the participating colleges strongly encourage staff to participate in exchange programs and group study abroad programs in order to strengthen faculty's capabilities and to add an international dimension to the curriculum. These colleges believe that no student, and particularly the student engaged in a terminal program whose formal education is not likely to be resumed, should leave the junior college without some appreciation and understanding of the world of which we are now so interdependent a part. Also, nearly half of the students from other countries pursuing college degrees in the United States are doing so in community and junior colleges. Faculty, by necessity, must have increasingly greater insight into other cultures.

b. Six weeks in Sierra Leone would give project participants a first-hand acquaintance of the country through exposure to numerous facets of the culture. None of the selected participants are African specialists in the sense that they do not visit Africa every few months in order to do in-depth research. Some of the participants, however, have been to Africa for short periods of time. Through the Group Project Abroad, participants would be immersed in the Sierra Leonean culture. The experience could serve as a "refresher course" for participants by providing them with the opportunity to keep in touch with their topics of instruction.

c. African Centers at major universities are located near each participating community college. In the past these colleges have worked with the African Centers in developing African Studies and/or Black Studies and/or Afro-American Studies Programs. It is believed that the next logical step for program development/enhancement is an extended visit to Sierra Leone for study and travel.

3. Selection of Country

Sierra Leone was selected as the area of study for the following reasons:

a. A large portion of the Blacks in the United States came from West Africa. During the eighteenth century, an estimated six million slaves reached American shores while the following century saw an additional two million crossing the Atlantic Ocean from West Africa. Project participants would incorporate historical data based on the early slave trade operations into curricula and other activities focusing on African Studies and/or Black Studies and/or Afro-American Studies. This material would reflect the relationship, past and present, between citizens of the United States and West Africa.

b. English is the official language of Sierra Leone; also, Krio (or Pidgin English) is widely spoken. Project participants will experience less difficulty in communicating than they would in a country with a foreign language.

c. The economy of Sierra Leone is stable and prices are considered "reasonable" in comparison to the economies of other West African countries.

d. Present U.S.-Sierra Leone relations are cordial, though historic and other ties between the two countries are limited. U.S. aid to Sierra Leone has been concentrated on projects in education, agriculture, rural development, health, and human resources development.

e. Last year Sierra Leone hosted the annual conference of the Organization of African Unity. This activity catapulted Sierra Leone into the limelight of African affairs; the country become a focal point for discussion of African needs. Mr. Siaka Stevens, President of Sierra Leone, is currently the head of OAU. Because of Sierra Leone's current leadership in this area, it is believed that project participants would become more sensitive and cognizant to the topic of African unity.

4. Objectives

All colleges involved were provided a form to complete, on which they listed their college's objectives. The objectives were collated and this Group Project Abroad to Sierra Leone is intended to accomplish the following objectives:

a. Develop and/or enhance programs in African Studies and/or Black Studies and/or Afro-American Studies at each of the participating colleges. Program development would include:

   1. Curriculum development
   2. Coordination of extra-curricular events such as presentations featuring speakers, exhibits, slides, movies, and similar activities for the college community.
   3. Provide in-service training to appropriate faculty via seminars dealing with West African contemporary affairs, history, culture, customs, and related topics.
   4. Assist in the development of outreach programs/presentations aimed toward making members of the community more aware of cultural differences. The design of these programs would include participation by minority groups such as women, the handicapped, the elderly, and ethnic groups.

b. Provide cross-cultural experiences for participants which would enable them to:

   1. Instruct students in a more knowledgeable manner about cultures different from their own.
   2. Better understand and deal with other cultures.

   Sierra Leone would, in effect, be a case study for participants to utilize their experiences and perceptions in discussions of other cultures.

c. Increase participants' knowledge in a specific African culture. The six-weeks in Sierra Leone would allow participants to increase their knowledge in areas such as the culture, history, religion, philosophy, fine arts, economy, science/technology and education of that country. The participants would then become a central core of instructors which would serve to stimulate further involvement of students and the community in programs resulting from this project.

d. Strengthen each participating college's outreach capacity in their region and state in the area of African Studies and/or Black Studies and/or Afro-American Studies.

e. Work with Florida Junior College's Foreign Curriculum Consultant from West Africa on projects being developed as a result of the trip to Sierra Leone. Fulfillment of this objective is contingent on Florida Junior College at Jacksonville being awarded a grant for the Foreign Curriculum Consultant. The consultant would work with participants following their trip and assist in the review and evaluation of the various stages of project development.

f. Stimulate a closer involvement between participating community colleges and African Studies Centers at universities in their region/state by developing seminars, lectures, speakers' programs, and courses. Cooperative efforts of this nature would build ties and provide students the opportunity to continue African Studies by moving from the community college into the associated university.

The locations of the centers in relation to the community colleges involved in this project are:

1.	Brevard Community College Cocoa, Florida	University of Florida Gainesville, Florida
2.	Bunker Hill Community College Charlestown, Massachusetts	Boston University Boston, Massachusetts
3.	Cuyahoga Community College Cleveland, Ohio	Indiana University Bloomington, Indiana
4.	Florida Junior College Jacksonville, Florida	University of Florida Gainesville, Florida
5.	Pensacola Junior College Pensacola, Florida	University of Florida Gainesville, Florida

5. Results or Benefits Expected

The results and benefits expected are implicit in the accomplishment of the aforementioned objectives. Specifically, it is expected that:

a. The curricular content of courses at all participating community colleges will be enhanced.

b. The programs (courses, lectures, movies, and related activities) in African Studies and/or Black Studies and/or Afro-American Studies will be strengthened. Additionally, projects and materials developed as a result of this seminar abroad will be shared with all of the participating community colleges.

c. Faculty teaching these and other courses will gain added knowledge and perspective via participation in in-service seminars conducted by project participants.

d. The West African curricular materials collection will be increased at participating community colleges.

e. Planned program activities developed by project participants will be coordinated to reach as many people as possible, through short and long-term projects. Special consideration will be given to members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups; women; handicapped persons; and the elderly. Members of the community and college faculty, including these special-interest groups, will be involved through classroom instruction, workshops, curriculum development, community-outreach projects, and presentations to local educational institutions and community organizations.

6. Approach

a. Selection of Participants

Thirteen faculty and administrators will be selected from those candidates nominated by their participating community colleges. The intent of this project is to send "teams" representing each community college to Sierra Leone to develop programs for the home institution. The Project Leader will be an African specialist from the Center for African Studies, University of Florida.

The colleges involved in this seminar abroad agree that those individuals selected should be able to benefit the most and, in turn, make a substantial contribution to the international programs at their institution. With this in mind, participants will be selected on the basis of the following:

1. Minimum of three years of college teaching experience.
2. Each applicant will be required to submit a Letter of Purpose which includes comment upon the following:
    a. Why are you interested in Africa?
    b. Elaborate upon your teaching experience and career in education.

  c. Do you plan to remain in teaching? For how long? In what subject area?

  d. How do you intend to utilize this experience when you return?

3. Participants must demonstrate that they have taught an African unit or units in the past two years, and that they intend to continue such efforts in the future. Participation in African workshops, conferences, or other African related activities will serve as evidence of commitment and interest.

4. Letters from school officials will be necessary as evidence of teaching competence in a field appropriate to the study of Africa (e.g., Social Studies, Georgraphy, World Studies, etc.)

5. Applicants will need to submit a letter from their college president or teaching supervisor demonstrating the college's interest in utilizing the participants expertise which the project will provide. Preliminary letters of support have been secured from participating colleges and appear in Appendix A. In a more detailed plan provided to Florida Junior College, the participating college must commit itself to specific outcomes of the project, such as curriculum development, community outreach programs, forums, newsletters, movie presentations, and activities of a similar nature. A minimum of three semester hours of release time will be granted participants in the term immediately following the seminar abroad.

b. Organization of Participants

It is believed that the team approach would be far more effective in achieving project objectives. For example, the members of each team could work together to accomplish the established goals for their individual institutions. Those colleges participating will have exhibited a need for program development; without such justification, a college will not be invited to participate.

c. Financial Commitment of Colleges

Each participating college will make a financial commitment for each of their representatives in this project. The amount will cover:

1. Three project workshops, including consultants' fees and expenses, and participants' expenses.
2. Tuition fees for the required course offered by the Center for African Studies at the University of Florida will be paid by either the participating institution or the participant himself.
3. Educational books/materials provided to each participant in the name of the participant's community college. A maximum of $100 per participant will be set aside by participating institutions.
4. Costs for duplicating, postage, telephone calls related to the project.

d. Employment Practices

All the colleges involved in this project encourage employment applications from persons who are members of minority groups. Activities include:

1. Advertising all professional vacancies nationally in publications such as trade journals.
2. Making position vacancies known to organizations which are heavily oriented toward minorities such as women, ethnic groups, handicapped, the elderly.

3. Networking with Faculty Data Banks around the country. The purpose of these banks is to maintain and supply resumes of people who wish to be employed in institutions in which they will be in the racial minority.
4. Utilizing Public Service Announcements via the television and radio to advertise position vacancies to target groups such as women, ethnic groups, the handicapped, and the elderly.

e. Pre-Departure Orientations

Florida Junior College at Jacksonville, in collaboration with the University of Florida's Center for African Studies, will coordinate two pre-departure workshops at which attendance by project participants will be mandatory. Both workshops will take place at the University of Florida's Center for African Studies at Gainesville, Florida. The first workshop will be held in April, 1981.

1. African Update Workshop - The purpose of this workshop is to:
    a. provide information to participants on the current status of Africa in the world today. Specific information will focus on Sierra Leone.
    b. sensitize participants to the differences in cultures, specifically Sierra Leonean.
    c. provide team-building exercises and group dynamics techniques to participants.

INTERNATIONAL STUDIES
UNDERSTANDING CULTURES THROUGH VISUAL PERCEPTION

Mathilda Harris
Group Study Abroad in Republic of China

Martha Banyas
Mt. Hood Community College
Gresham, Oregon 97030

DESCRIPTION OF MODULE: This module is designed with a dual purpose: to help students understand how visual perception works (the technique) and then how this knowledge can aid in understanding other cultures (the application). The module will provide a guide for understanding the mechanism, importance and impact of visual information--how we "see" things, how what we "see" is preprogrammed, how we classify what we "see," and how we process the non-verbal/visual information we take in through our eyes. These visual techniques will be used to compare and discuss slides taken in Hong Kong and Taiwan with those taken in Portland, Oregon. The subjects or objects of these sets of slides will be similar in either content or intent, and it is hoped that by comparatively studying these visual images the student will not only develop new comprehension of the Chinese culture, but also better recognize his own visual/cultural bias. It is intended that, although using specifically Asian examples, these principles of visual/cultural perception have global relevance.

OBJECTIVES:

1. To heighten student's awareness of visual language--how much of the information we gather is visual and how much we use visual clues to categorize/classify/comprehend.

2. To better understand how visual perception works.

3. To learn to "see" a culture differently--as if through their eyes.

4. To see and identify some Chinese visual/cultural clues and symbols.

5. To illustrate how life-style, tradition, philosophy/religion and art effect the visual environment and, conversely, how these visual elements can be "read."

6. To better understand our own visual/cultural filters through which we see other cultures.

7. To encourage students to develop their own concepts of other cultures through personal observation, relating this to their individual frames of reference and discussion.

CONCEPTS TO BE PRESENTED:

First, the module is designed to introduce the student to the idea of how we make "meaning" out of our visual perceptions. By tracing visual input through our eyes, we learn how our brains transform and organize these electrical impulses into meaning--exploring the concept that seeing is accomplished not in the eye but in the mind. Then, using slides for visual clues, the module will initiate a comparative study of American and Chinese cultures. Explored within the major theme of tradition and history will be the concepts of:

1. a homogeneous culture, 5000 years old,
2. religious/philosophical ideas and their visual manifestations,
3. heirarchical, family and acestral structures and
4. the arts.

Slides will provide information on population and density, leading to discussion of ideas such as labor intensive societies, group orientation and group influences on structures such as family, education and architecture. It is further hoped that by studying a method of visually learning about other cultures, rather than studying a subject, the student will learn to develop personal ways of seeing, then, through group discussion, learn to trust and adjust ideas and finally to think not only more globally but more independently and creatively.

REQUIRED READING: None

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Froncek, Thomas, et al., eds. The Horizon Book of Arts in China. New York: American Heritage, 1969.

Hucker, Charles O. China to 1850. Stanford, California: Stanford University Press, 1975

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Scharfstein, Ben-Ami. The Mind of China: The Culture, Customs and Beliefs of Traditional China. New York: Basic Books, 1974.

Speiser, Warner. The Art of China: Spirit and Society. New York: Brown, 1966.

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Swann, Peter C. Chinese Monumental Art. New York: Viking Press, 1963.

PURPOSE AND FORMAT OF THE MODULE:

The purpose of the module is to understand how beliefs and customs shape and form a culture's visual symbols, as well as how to read the visual language of another culture. The format will be about 25% lecture, primarily concerning visual perception with a portion of some basic Chinese beliefs.

About 65% of the format will consist of showing two slides simultaneously--an image on the left from Asia and on the right from Portland. (The idea of reversing the culturally "correct" starting position is to trick the eye into "seeing" the other culture first, then comparing to the known.) Comparison through observation, questions and discussion will encourage students to find as many visual clues as possible and to assess visual information.

OUT-OF-CLASS PROJECTS:

At the end of Unit 5, students will be given a visual image from another culture to take home. They will be asked to write a three-page paper on what they observe and deduce about that particular culture and about how this might compare and contrast with our culture.

SUMMARY OF MODULAR UNITS:

UNIT I: Visual Perception and Meaning

This unit will be primarily lecture material on how our brain transforms and organizes electrical impulses from our eyes and attempts to find meaning in the stimulus. Basis principles such as the drive to find meaning, "tune-out," the law of simplicity and "closure" will be discussed, as well as how the mind organizes meaning.

UNIT II: Street Life

This unit will begin with a very short lecture with pertinent statistics on Hong Kong such as population, square miles and income. The bulk of the time, 40 minutes, will be spent showing 20 sets of two slides each. Each set of slides will have concepts that could be discussed and questions which could be asked by the teacher to stimulate discussion. The final 5-10 minutes will be used for further group discussion or clarification.

UNIT III: Urban Architecture

This unit will begin with a short lecture on population density, family ties, group orientation and personal space. Through showing the 40 slides in sets of twos, it is hoped to draw certain comparisons between urban architecture, population and space and those elements as they exist in Asia. Discussion and questions will be directed toward finding a new framework for seeing and understanding these conditions in Asia. The final minutes will be used for group discussion.

UNIT IV: Religion and Architecture

This unit will focus on religion/philosophy and how it effects people as well as architecture in both America and Asia. A short lecture will acquaint students with the basic tenents of Confucianism, Taoism and Buddhism, after which the group of slides shown will invite comparative discussion about religious and philosophical attitudes and their impact on actual physical structures.

UNIT V: Visual Arts

This unit will focus on four different personal experiences in the visual arts while in Asia. The first is that of two contemporary artists in Hong Kong and their blendings of traditional and contemporary values. The second and the third are, respectively, a traditional Chinese landscape painter and a traditional calligrapher, both from Taiwan. With these two we will look at the perpetuation of a tradition rather than trying to alter the form through constant changes and innovations. The final group will be a porcelain factory in Taiwan which blends new and old. All of these slides will be contrasted with contemporary American art work to illustrate some differences in values. A short lecture will precede the slides on some basic philosophy of Chinese art, and discussion will be incorporated both during the slides and after.

UNIT VI: Cultural/Visual Perceptions

The instructor will keep a list of some of the topics which aroused the most interest during the discussions and will initiate a final discussion, concentrating on understanding our own cultural filters and how we have learned to "see" other cultures. The class will also discuss the module in general in order to find ways to improve it. The written evaluation will end the unit.

INTRODUCTION:

The entire purpose of this module is not for students to learn by being told what another has experienced, digested, analyzed and organized; it is to teach students about the workings of their most basic perceptive tool--their eyes. They will be presented with only a minimal amount of information, the object, again, being able to use the eyes to comprehend another culture, by sharpening visual skills. Therefore, the written material of lectures is not intended to be strictly literal, but is meant only as a basic framework for the instructor. The instructor must understand the concepts, but will be able to weave experiences and ancedotes through the basic framework. The discussion part of the module is as crucial as the time spent looking at slides. Since the instructor is not telling students what they are seeing, it is important that students be given enough time to look, and then that the discussion begin while the slides are on the screen. The idea is not necessarily to reach consensus, but to let perceptions and ideas bounce freely so that each student can begin to construct a cultural awareness with personal meaning. It is hoped that this type of cognition will stay with the student much longer.

Therefore, the instructor's role is to provide the lecture information, to raise questions during slides if the discussion requires stimulation, to loosely keep on the track, and to act as moderator and synthesiser, pulling parts together and clarifying. The module is designed to provide a sound structural frame, but also to be quite flexible. So it must be understood that the "concepts" and "questions" that accompany each slide are merely suggestions, and need not be strictly adhered to. It should be expected that not each set of slides will elicit the same amount of response; and in fact, the instructor will need to develop a feeling for pacing the slides depending on interest and response. Some slides can be shown in groups and discussed after three or four sets are seen.

It is also intended that by using these techniques and not delving in-depth into any one subject, visual perception will provide a way of interconnecting many aspects of a culture--a visual gestalt!

UNIT I: Visual Perception and Meaning

This module is designed to do two things:

1. to help you better understand visual perception and how it works, and
2. to apply this knowledge to learning about other cultures--specifically the Chinese cultures as seen in slides of Hong Kong and Taiwan.

Q: Can anyone tell me what the term "visual perception" means?

A: Visual: of or pertaining to seeing or sight
Perception:
1. The act or faculty of apprehending by means of the senses or of the mind; cognition; understanding.
2. Immediate of intuitive recognition.
3. Awareness derived from sensory processes while stimulus is present.

Notice! There is no mention of language. In other words, our eyes take in images which go directly to our brains via electrical impulses. We can and do perceive the visual image directly without the intermediary of language. Language was developed as a way of communicating these perceptions from person to person in order to share the experience. You do not perceive in words. You just use words to describe what you perceive.

So we are going to learn about culture by looking at it through slides and then sharing our personal insights through discussion. In this class, there are no "correct" answers or ideas. We are going to sharpen our visual skills and use them to "perceive" another culture. For now we will forget about French and Spanish and learn about visual language--understanding without words.

Q: Can you think of any professions which use visual perception?

A: Anthropologists--they must observe and analyze.
Detectives--they must collect all kinds of clues and attempt to find new meaning in them.

After reading many Raymond Chandler and Dashell Hammett mysteries, I used to play a game when I found myself waiting somewhere. By observing as many details as possible about a person, I would try to surmise his or her occupation, life style, hobby, history, etc. This is the basic technique we will be using when we look at the slides of Hong Kong and Taiwan--looking for clues to the culture.

A good key to detective work is understanding and redefining meaning. Our minds uncontrollably create meaning from stimuli. We are constantly projecting meaning onto things.

Look at this picture and think of a good caption for it. (1-A in packet)

Q: What was your caption?

You see how your minds are creative and will invent a meaning even when none actually existed. Meaning is in the mind of the beholder.
Q: What can you think of that depends on interpretive meaning?

A: Tarot cards, astrology, I-Ching, handwriting analysis and tea leaves.

The mind's drive to find meaning starts with the first days of life. Researchers found that infants from 1-14 days old preferred patterned cards over plain ones, spheres over circles and patterns that resemble faces over abstract patterns.

Q: Why?

A: Because a face has a meaning to a baby.

Q: Does anyone memorize numbers by using symbols to represent the numbers? Why?

A: It is easier to remember anything if it has meaning.

But what happens when your mind cannot find meaning, for example in puzzles, riddles and questions? Do you find yourself going back over it again and again to try to find the clues to solve it?

Q: How do you feel if you just can't get it? (anger, frustration)

Q: How do you feel when you finally do get it? (relief, laughter)

People actually enjoy a certain amount of these puzzling situations, such as crossword puzzles.

Q: Can you think of more? (quiz shows, mysteries and jigsaw puzzles)

Q: But what happens when you cannot find the answer or meaning?

A: TUNE OUT. When you cannot find meaning there is "tune out." When you do find meaning there is perception.

The worst situation is when you cannot solve the puzzle and you cannot tune it out, as in the case of the car mechanic who must fix the car, but cannot find out why it won't run.

Most people can handle small amounts of meaninglessness but researchers found that people like inventors, artists, scientists and writers actually prefer large amounts of disorder. Studies have shown that these kinds of people actually make new or unusual meanings from stimuli which might seem meaningless, chaotic and disordered to other people.

Innovators in any field find that, by nature, certain standard rules and explanations do not satisfy their needs for meaning--so they must create their own structures of meaning.

Most people don't have this need and are more comfortable with things that are familiar and not puzzling. Often we see things we don't understand and react negatively because they make us feel uncomfortable. Negative reaction to a new situation is a way to tune out. When we are looking at images from another culture, it is important to remember this tendency--the images will be very different from what we see every day. Remember that visual images from another culture have meaning to that culture and that if we keep our minds open and think creatively, we can find new meanings for ourselves.

Q: Can you tell me what this is (1-B in packet)
(Students will probably answer "a circle")

Even though this is not really a circle, you all tended to see a circle, or at least to name it as a circle. This demonstrates a very important principle that psychologists discovered when they were studying perception: the mind will find the simpliest possible meaning to fit the facts. This is called the "Law of Simplicity." The first research ever done on human perception was conducted by a group of German Gestalt psychologists who found the law of simplicity and many other things as well. They found that your mind not only sees the simplest possible form, but also tends to see the best or the most correct possible form. This means that you tend to see things not as they are, but as your mind thinks they ought to be.

Overlooking or tuning out the irregularities in the shape shown made it easier to categorize as a circle. Gestaltists also found that we become aware of the whole before we are aware of the details or parts. Your mind forms gestalt perceptions so fast that they seem almost instantaneous, until you see something new and different. Then your mind slows down to try to work it out.

There are some very definite steps that your mind goes through to organize meaning. Briefly, here is the process:

1. First of all you become conscious that something new is there--like seeing something unexpected out of the corner of your eye.

2. You differentiate this stimulus from the surroundings. This is called figure/ground relationship. The figure is the main stimuli and central focus, while the rest becomes the background.

3. You focus on the thing itself, and your mind, the computer takes over. Your computer evaluates its outline, size, color, texture, volume, smell, sound, etc. The analogy between your brain and a computer is a good one, and it is important to realize that all of your past experience and knowledge is already programmed into your computer.

Your computer has endless categories, and as it is analyzing the new data, it is attempting to fit it into pre-existing categories. Your brain does this by comparing the new information to similar stimuli in past experience, attempting to come up with the meaning. But remember that you will try, through the law of simplicity, to fit it into a cateogry that you already know, rather than try to make a new category.

4. If all goes well and your mind is able to identify and classify--Eureka! I see! Gestaltists called this "closure," which is almost always accompanied with a feeling of relief.

Closure usually means naming the thing, which makes people feel better. Don't you tend to feel better if the doctor can name your illness? How much of your learning is depending on naming or labeling correctly?

Q: Can you name some activities based on naming, which create positive feelings?

A: Bird watching, stamp collecting, rock hunting and antigue collecting are examples. The payoff is in the identification of the stimulus.

Q: What happens as soon as you reach closure?

A: As soon as you got it, you turn off and go onto something else. Another important principle is that the mind will see only as much as is necessary to obtain meaning or closure.

And so, as we search through slides for visual clues to new meanings to other cultures, let us remember a few of these principles such as why we tune out, how we apply the law of simplicity, how the information we are gathering must first go through pre-programmed filters in our brains, how we classify according to what we already know, and how we reach closure.

UNIT II: Street Life

The island of Hong Kong was formally ceded to the British by China at the end of the Opium War, which ended in 1841. Previously, in 1839, the Chinese, in an attempt to curtail the opium trade, had forced the British traders to leave Canton. These traders took refuge for a while in Macau and later took warships up the Pearl River, launching the great Opium War. The British ostensibly "won" the war--their bounty, Hong Kong Island. For nearly a hundread years Hong Kong was used primarily for warehousing and transshipping between Asia and the West. In the 1950's, revolutionary activities in China caused a tremendous population boost (from 1.6 million - 2.3 million people), and the economy turned to textiles. In the 1960's, Hong Kong turned to plastics; and in the 1970's, its population swelling, it invested in electronics. Today's population is near 6 million people, very nearly all of whom are employed in advancing commerce and development of Hong Kong. Two-thirds of all inhabitants live in urban areas bordering the harbor, in an area approximately 14 square miles. Over 98% of Hong Kong's population is Chinese, of which Cantonese are the most numerous. The average per capita income is $2,700, as compared with $9,737.

Because Hong Kong is still governed by the British, English is the principle second language. The Chinese language is written in characters, which have a history many a thousand years old. Interestingly though, characters do not spell out words, rather, each character, which originated as a picture, is a symbol for an object or idea. And so the Chinese make sentences and new words by stringing picture symbols together to make images and new meanings.

Q: Can you see a relationship between Chinese characters and what we learned about visual perception?

The Chinese use many forms of symbolism. One which you will see often in these slides is color symbolism. For instance, red signifies good fortune, joy and festive activities; yellow is the color used by Emperors and so is accorded great honor and dignity; and white, not black, is the Chinese color of mourning.

PART FOUR

INTERNATIONALIZING THE CURRICULUM AT BROWARD COMMUNITY COLLEGE

In 1981, Broward Community College received a grant from the U.S. Department of Education's Undergraduate International Studies Program in response to Broward's grant proposal. Excerpts from that proposal appear in this Part; included is reference to the major goal of the proposal which is to "increase international understanding...revision of existing courses and development of new courses with global emphasis; development of modules...increased library holdings... increased capacity in language instruction...development of an Associate in Arts degree program in International/Intercultural Education; and expanded opportunities in international education through non-credit continuing education courses."

The implementation of that proposal is outlined in excerpts from Broward's Final Performance Report (83-84) report to the U.S. Department of Education. The remaining pages of this Part provide excerpts from instructional modules related to international education which were created by Broward faculty members who received grants as part of the U.S. Department of Education funding.

The excerpts from the modules vary in length from two to eleven pages because they are included here mainly to represent the variety of modules, some of which lend themselves to briefer excerpting. For more information about an individual module, consider contacting the author of the module or project director at Broward Community College. The modules have been listed in alphabetical order by the name of the author.

BROWARD COMMUNITY COLLEGE

"Internationalizing the Curriculum: A Community College Approach"

Final Performance Report

1981-1983

Division of International Education

Dr. William Greene, Executive Project Director

Mr. Richard Furlow, Project Director

BROWARD COMMUNITY COLLEGE

"Internationalizing the Curriculum: A Community College Approach"

FINAL PERFORMANCE REPORT

Broward Community College received funding under the Undergraduate International Studies and Foreign Language Program for the period July 1, 1981 - June 30, 1983. The title of the project was "Internationalizing the Curriculum: A Community College Approach." Significant progress was made in achieving the objectives and realizing the expected results and benefits of the project. The following report summarizes accomplishments during the two years of the project (July 1, 1981 - June 30, 1983).

YEAR ONE (1981-82)

(1) Announcement of Award:

The Executive Director and the Project Director attended an Executive Cabinet meeting on August 25, 1981, for the purpose of advising the College Administration of the project and its activities. Similar meetings were held in the fall with administrators and division directors on the various campuses. The Executive Director and the Project Director made a formal presentation regarding the project to the District Board of Trustees on October 20, 1981.

News releases describing the project were sent to the local media in July and August. The BCC Division of International Education distributed periodically information about the project to all faculty members, administrators, and staff throughout the College via the Division's Newsletter, "Global Perspectives."

The International/Intercultural Consortium of the American Association of Community and Junior Colleges (AACJC) and member institutions of the Florida Collegiate Consortium for International/Intercultural Education were provided with copies of the project narrative.

Additional copies of the narrative were sent to several colleges and universities who submitted requests.

(2) Faculty Development:

All project faculty were advised that the application had been approved for funding and that the project would commence on July 1, 1981. Due to academic reorganization which occurred over the summer of 1981, it was necessary to find replacements for two project faculty members. In each instance, able substitutes were identified and enlisted in the project.

The Executive Director and the Project Director conducted a visitation to Johnson County Community College (Overland Park, Kansas) during September 9-11, 1981. Johnson County Community College received funding under the same program for 1980-1982 and had provided services to the AACJC International/Intercultural Consortium as part of its first year activities. Discussions were held with Mr. Robert Demeritt, Project Director, and several project faculty for the purpose of benefiting from their experiences in administrating and conducting this project.

An orientation workshop for all project faculty was conducted on campus September 17, 1981. All aspects of the project were discussed, and project faculty were apprised of the uses of the Human Relations Area Files.

All project faculty, as well as several additional BCC faculty members and administrators, attended the Florida Collegiate Consortium for International/Intercultural Education-sponsored conference in Winter Park, Florida, October 28-30, 1981. The theme of the two-day conference was, "International Perspectives in Higher Education."

A half-day workshop for all project faculty entitled, "Teaching

Ideas About Other Cultures," was held on campus October 22, 1981. Dr. Doyle Casteel (University of Florida, Department of Subject Specialization) conducted the workshop.

The faculty member developing the Comparative Economic Systems course attended a European Economic Community-sponsored seminar on November 21-28, 1981, in Brussels, Belgium.

Three BCC faculty members attended a Consortium for International Studies Education (CISE) workshop on Global issues in Daytona Beach, Florida on December 3-5, 1981.

(3) Curriculum Development:

The major thrust of the project was curriculum development. Five new courses of an international nature were developed and seven existing courses were revised to include more international and non-western material.

New courses developed during 1981-82 were:

ANT 2212: Introduction to World Cultures (Social Science Division)
A comparative anaysis of human cultures in times and space with attention focused on those forces which produce similarities and differences between cultures. Cultures are portrayed as adaptive, evolving systems satisfying societal and individual needs.

SSI 1212: Intercultural Communications (Communications Division)
Upon completion of this course the student should gain and demonstrate an understanding of the basic concepts of intercultural communication: The factors affecting intercultural perceptions; cultural relativism; cultural objectivity; nonverbal similarities/dissimilarities across cultures; verbal similarities/dissimilarities across cultures; the impact of media across cultures.

ISC 1451: Global Systems Resources and Technology (Science Department)
Most of the world's major problems (e.g., energy, food, population, environment, employment, crime, etc.) are problems involving systems, resources, and technology. Increasingly, the solution to these problems requires global perspectives.

This course surveys the present and future for the world's resources. We are led to an understanding of how we got where we are and what is determining our future by use of one of the newest sciences--cybernetics--the science of systems. Finally, we consider the relationship of human beings to technology in the present and in developing alternative futures.

ECO 2002: Comparative Economic Systems (Business Administration) This course is designed to acquaint the student with the various economic systems in the world today and the differences in economic theory under the various political doctrines. We shall attempt to recognize these differences with in-depth studies of communism, fascism, socialism, capitalism, and third-world "isms," and the effects these "isms" have on world trade. In addition, an appraisal of our own exonomic system will be made through a thorough study of the world's economic systems. A knowledge of other economic systems should enable the student to be aware of the areas in our own economic system which could be open and ready for change.

CCJ 2631: Comparative World Police Agencies (Criminal Justice Institute) A study of the role of the various police agencies in the Anglo-American countries, the European continent, Japan, and under Communist regimes to include the role and function of police organization, selection, and training, operational procedures, and crime rates.

Courses revised during 1981-1982 were:

Old Course	Course as Revised
EUH 1000 Western Civilization I and EUH 1001 Western Civilization II	Addition of course entitled 20th Century World to complete three-course sequence.
MAF 2501 The Family	Families: An Intercultural Comparison
LIT 2210 World Literature I	Revised to include more non-western literature
LIT 2220 World Literature II	Revised to include more non-western literature
GEO 1000 Introduction to Geography	Revised to include additional topics of a global nature
ARH 2000 Art Appreciation	Art Appreciation — World Art

Two modules for technical education courses were developed during the first year of the grant. They provide global concepts for students enrolled in Associate in Science degree programs or certificate programs.

Modules developed were:

1. International Dimensions of Health Delivery Systems
2. International Concepts of Tourism Administration

Several of the revised courses were offered during the first year of the grant project. The new courses developed during the first year of the grant were offered during the spring term of the 1982-83 academic year. As the result of the first year of the grant project, eleven additional courses with international dimensions were offered to supplement those already available to enable students to complete the required six credit hours of course work with an international/intercultural emphasis, thus fulfilling the unique general education requirement that became effective at the College in the fall term 1980-81.

The initial offering of the new courses developed during the project was delayed until the winter term, because of unforeseen problems related to the advent of faculty unionization and the resulting academic reorganization which occurred during 1981-82. The college-wide Academic Affairs Committee, which must approve all new courses, was not appointed until mid-winter 1982 and it was impossible to receive the necessary approvals for the new courses until the spring of 1982. The approvals came too late to permit the scheduling of the new courses for the fall 1982 term. All new courses developed, except ECO 2002, were formally approved and were scheduled during January-April 1983 (during the second year of the project). Unfortunately, the late approvals handicapped promotion and student awareness of these new courses, and the courses did not attract sufficient enrollments to be conducted. All new courses will again be offered during the 1983-84 academic year.

(4) Consultants:

Project faculty benefited from the services of consultants with expertise in major world areas. Consultants served as resource persons and advised faculty primarily in matters pertaining to non-western areas. It should be noted that the consultants were chosen carefully because of their expertise in the major non-western areas of the world: Latin America, Africa, the Middle East, and Asia.

The first visitation of the consultants to the College occurred November 9-10, 1981. Each consultant returned for a follow-up visit in the spring and conducted half-day seminars based on materials and reading they prepared for project faculty.

Consultants involved in the project during 1981-82 were:

1. Dr. Seymour H. Fersh - Coordinator of Curriculum Development and Special Projects, Brevard Community College.
2. Dr. R. Hunt Davis, Jr. - Director, Center for African Studies and Associate Professor of History, University of Florida.
3. Dr. William Spencer - Professor emeritus of Middle Eastern, North African and Islamic History, Florida State University.
4. Dr. Marvin Harris - Professor of Anthropology at University of Florida and Columbia University.

(5) AACJC International/Intercultural Consortium Activities:

As part of this project, BCC was requested to provide certain services for members of the American Association of Community and Junior Colleges (AACJC) International/Intercultural Consortium.

Consortium services which are provided include:

1. A follow-up and continuation of the inventory process begun in 1980 by Johnson County Community College. This inventory process was handled primarily through the AACJC Washington Office, and surveyed all aspects of international education activities being carried out at consortium member institutions.
2. Findings of the inventory survey were disseminated to all consortium institutions.
3. The Executive Director of the project was a presenter at the annual AACJC International/Intercultural Conference held in St. Louis in April 1982.

(6) Foreign Language Instruction:

Increased capability in foreign language instruction was accomplished through membership in the National Association of Self-Instructed Language Programs (NASILP). NASILP is an association that promotes self-instruction according to a fixed recommended format. Its purpose is to enable small numbers of students to pursue an elementary program in a language in which they have an interest at a school which does not offer regular instruction in that language.

Dr. John Means, Executive Secretary of NASILP, visited the College on November 20, 1981, for the purpose of meeting with BCC's NASILP coordinator and conducting an orientation session for interested faculty. All Foreign Language Department faculty members and administrators attended this session.

Beginning in the fall of 1982 the College offered to students (and the community) instruction in Beginning Arabic and Beginning Japanese. These two languages were identified as particularly relevant to the business community in South Florida and complement those languages in which instruction is currently provided. Additional foreign language courses were developed during year two of the project.

(7) Human Relations Area Files:

During 1981-82 the College purchased the first half of the microfilm edition of the Human Relations Area Files which contain major descriptions of roughly 300 different societies and cultures. This collection is located in the Library at Central Campus and is available for use by faculty, students, and the community. Information regarding the Files was circulated to all faculty and a workshop on their use was conducted in the fall, 1982. The second half of the collection was acquired during the second year of the project.

(8) Audio-Visual Materials:

The College acquired several films and film strips of an international/intercultural content; at least one for each of the following world areas: Latin America, Asia, Africa, the Middle East, and the North American Indian.

(9) Evaluation:

The Executive Director and Project Director conducted formative evaluations at the end of the fall term and at mid-term during the spring semester. These assured that the project was being conducted as planned, permitted corrective measures to be taken in any areas that required them, and provided for effective administration of the project. Project faculty meetings were scheduled to coincide with the formative evaluations and as needed throughout the year.

The outside evaluator, Mr. Robert Demeritt, visited BCC on May 17-18, 1982. He met with BCC's president, Dr. Hugh Adams, project directors, and most project personnel for the purpose of evaluating the quality and progress of project-related activities. Mr. Demeritt has taught East Asian studies at the University of Kansas, is fluent in both Chinese and Japanese, and has studied and conducted research at universities in Taiwan and Japan. He is the author of several modules in Eastern Civilizations for high school and college students. He is compiling a reference work on international education programs in member colleges of the League for Innovation. Until recently he served as project director for the International Undergraduate Studies Program being conducted at Johnson County Community College. A copy of his report is included in Appendix A.

In addition, the courses developed and revised were reviewed by the project consultants during their spring visitation and meetings with project faculty.

YEAR TWO (1982-1983)

The major goal for the second year of the project was to continue curriculum development, with a special emphasis on international business. Four new courses were developed and four existing courses were revised to include additional international and non-western material.

New courses developed during 1982-83 were:

GEB 2790: International Business Environment - A basic course in International Business Theory and Practice. The course is designed to provide the student with a sound working knowledge of the requireements of the international manager. In addition the student will be made aware of factors that will impact the manager outside of the known cultural environment.

FIN 2600: Finance of International Trade - A general survey of international trade, transportation modes, cargo insurance and a review of special terminology. Explanation and description of the various terms of sale used in overseas transactions. Export pricing and quotations. Working with foreign exchange. Export/Import documentation and procedures. International payments and collections. Documentary credits. Major sources of bank finance of international trade. Alternative financing techniques.

MAR 2243: International Marketing - This course examines basic marketing principles as they relate to business in an international setting. Emphasis is placed on the role of the international marketing manager in the development of marketing strategies for a variety of markets in diverse cultural and economic situations. Students will gain insight into the decision-making process in the areas of foreign market analysis, target market identification, product planning, promotion, and channels of distribution.

POS 2220: Introduction to Comparative Government - This course is a survey of political systems in the developed and the underdeveloped world. Democratic, nondemocratic, unitary and federal systems will be analyzed and contrasted. Also the European Community will be examined as an example of multi-national cooperation.

Courses revised during 1982-83 were:

Existing Course	Revisions
ENC 1103 English Composition	Revised to include international material
ENC 1136 English Composition	Revised to include international material
SOC 2020 Social Problems	Revised for cross-cultural & comparative emphasis
ENG 2230 Great Ideas in the Short Stories	Revised to include non-western material

Each of the four new courses enable students to meet the International/Intercultural general education requirement for the A.A. Degree. Courses revised meet other general education area requirements (English, Humanities and Social Science), and therefore, enjoy large enrollments.

The new courses developed as part of the second year of this project will be offered during the 1983-84 academic year. The International Marketing course attracted sufficient enrollments to warrant two sections (approximately 20 students each) to be taught during the fall, 1983 term. Some of the revised courses were offered in the spring and summer terms during the second year of the project; all will be offered during 1983-84.

Foreign Language Instruction

Increased capability in foreign language instruction in year two was again accomplished in cooperation with the National Association of Self-Instructed Language Programs (NASILP). NASILP is an association that promotes self-instruction according to a fixed recommended format. Its purpose is to enable small numbers of students to pursue an elementary program in a language in which they have an interest at a school which does not offer regular instruction in that language. As originally conceived, the program has a high degree of flexibility and the languages offered at any institution can vary from year to year depending upon demand and students can proceed at their own pace. The capability to offer Arabic and Japanese was accomplished during the first year of the project.

During the second year of the project, materials were acquired which enabled the College to offer introductory instruction in Hebrew, Portuguese, and Chinese. Dr. Frederic Curry, Modern Foreign Language Department (Central Campus) served as NASILP Coordinator for the College.

The college-wide Academic Affairs Committee approved all new NASILP foreign language courses and a total of 42 students registered for NASILP courses during 1982-83.

Import/Export Course

During the seond year of the project, the College developed a non-credit course in Import/Export skills. The course stresses the understanding of proper banking, shipping and customs documentation, and regulations and restrictions of foreign markets. This non-credit course was successfully offered during the fall and spring terms (1982-83).

International Business Curriculum

Utilizing courses developed during the first and second year of the project, the College developed an international business curriculum as part of its business administration offerings.

The following approach was utilized in the development of the curriculum that will form the area of specialization within a two-year program offered by the Business Administration Division for students interested in an international business specialization.

1. A survey of area businesses was conducted to gather detailed input regarding the specific topics/units to be taught and the relative importance of each specific area for students seeking employment in international business occupations. This survey required a direct mail questionnaire.
2. The results of the survey were analyzed and personal interviews were conducted with appropriate individuals organizations were identified as the major prospective employers of students seeking a career in international business.
3. Professionals from the business community were appointed to serve as members of an international business advisory board.
4. Professional educators from Broward Community College developed course curricula with the advice and recommendations of outside consultants and the local advisory board.

The above procedure resulted in a curriculum plan for the appropriate courses to constitute a two-year business degree with a specialization in international business, a list of learning resources and library materials needed, facilities required, and faculty needed to teach the courses. The Associate in Science degree program in International Business was approved by the Academic Affairs Committee in the spring, 1983.

Human Relations Area Files

The College purchased the second half of the microfilm edition of the Human Relations Area Files which containes major descriptions of roughly 300 different societies and cultures.

The project director worked in cooperation with the Director of Libraries to complete the acquisition of this resource. The collection is housed on Central Campus.

Resource Materials

The College acquired several additional films and/or film strips and books with an international/intercultural content during the second year of the project. Acquisition of these resource materials was guided by recommendations from project faculty, and will be made available to appropriate faculty on all campuses.

Consultants

The College again utilized the services of several consultants with expertise in major world areas. Three consultants who participated in the project during the first year continued their involvement during the second year. They are:

1. Dr. Seymour H. Fersh - Coordinaor of Curriculum Development and Special Projects, Brevard Community College.
2. Dr. R. Hunt Davis, Jr. - Director, Center for African Studies and Associate Professor of History, University of Florida.
3. Dr. William Spencer - Professor Emeritus of Middle Eastern, North African and Islamic History, Florida State University.

Because several business related courses were developed an additional consultant with expertise in international business participated in the project during the second year.

Ms. Sarah Deban - International Trade Specialist. Formally with the Florida Department of Commerce. Member, Presidents Commission on Foreign Languages and International Studies. B. A., International Studies, Farleigh Dickenson University.

Consultants - Evaluators

Two consultants with expertise in the broad area of international/intercultural education participated in the project during the second year. They provided general direction for the entire international education program at BCC and served as outside evaluators toward the conclusion of the project.

The two consultants-evaluators are:

1. Dr. Marvin Harris - Professor of Anthropology at University of Florida and Columbia University.
2. Dr. Humphrey Tonkin - Coordinator of International Programs, University of Pennsylvania. Professor of English. Ph.D. - Harvard University, 1966. M.A. - Cambridge, 1962. From 1972-1975, he was vice-provost for undergraduate education at the University of Pennsylvania. Author (with Jane Edwards) of The World and the Curriculum. Change Magazine Press, 1981.

Faculty Development

A college-wide international education workshop was conducted in October 1983. All project faculty, department heads, division directors, and college-wide administrators attended. The workshop presenters were:

1. Dr. Rose Hayden, Executive Director, National Council on Foreign Languages and International Studies.
2. Dr. Humphrey Tonkin, Coordinator of International Programs, University of Pennsylvania.

Three BCC representatives, including the project faculty member who developed the international business course, participated in European Economic Community-sponsored seminars in Belgium in the spring of 1983. Two additional BCC faculty members participated in a faculty development seminar in Quebec during May 21-28, 1983.

Dissemination

Periodic reports on the program and results of the project were circulated throughout the College through the newsletter issued by the Division of International Education. Information concerning the project has been disseminated to all member institutions of the Florida Collegiate Consortium for International/Intercultural Education at consortium meetings and through newsletters.

In the fall of 1983 a report summarizing the results of the project will be published and made available to colleges and universities throughout the country. This report will be compiled and edited by Dr. Seymour H. Fersh of Brevard Community College and will be a continuation in the series entitled The Community College and International Education. BCC Project Directors will assist in the publication of this document. Approximately 500 copies will be printed and distributed.

Evaluation

The Executive Director and Project Director conducted formative evaluations at the end of the fall term and at mid-term during the spring semester. This assured that the project was being conducted as planned, permitted corrective measures to be taken in any areas that may require them, and provided for effective administration of the project.

The consultants-evaluators visited BCC during the fall and spring semesters. They met with the Project Directors and project faculty for the purpose of evaluating the quality and progress of the project-related activities The outside consultants-evaluators who participated during the second year of the project were Dr. Marvin Harris (University of Florida) and Dr. Humphrey Tonkin (University of Pennsylvania). In addition to serving as outside evaluators for the grant project related materials, they provided overall guidance and suggestions for the future development of international education at BCC beyond 1983. Copies of the final evaluations are included in Appendix A.

Summary

Broward Community College accomplished virtually all of the objectives of the project during 1981-83. Significant progress was achieved in adding international and intercultural dimensions to the curriculum. Large numbers of faculty and students were impacted in a postive way as a result of the project. The benefits were substantial, and the project facilitated the growth and development of international education at the College in many ways that would not have been possible otherwise.

The difficulties experienced in successfully offering some of the new courses developed during the project were partially the result of external developments. New state mandated degree requirements and ongoing budget restraints have reduced the number of elective courses students may take. It is apparent that course revision and the "infusion" method will be more successful in "internationalizing" the curriculum in most cases.

Broward Community College's commitment to international education is well documented and will extend for beyond the expiration of this project. The institution will continue to commit resources to and provide leadership for international education efforts. The gains realized as a result of the project have complemented and enhanced the College's ongoing efforts in international/intercultural education.

INTERCULTURAL COMMUNICATION COURSE

Irmgard Bocchino

COURSE OBJECTIVE

Upon completion of this course the student should gain and demonstrate an understanding of the basis concepts of intercultural communication: the factors affecting intercultural preceptions; cultural relativism; cultural objectivity; nonverbal similarities/dissimilarities across cultures; verbal similarities/dissimilarities across cultures; the impact of media across cultures.

LIST OF UNIT TITLES:

Unit 1: Basic Perspectives on Intercultural Communication
Unit 2: Perception Factors Affecting Communication Across Cultures
Unit 3: Nonverbal Communication Across Cultures
Unit 4: Verbal Communication Across Cultures
Unit 5: The impact of Media Across Cultures

BASIC TEXT BOOK:

Learning About Peoples and Cultures. Edited by Seymour Fersh
Optional: Assigned Supplemental Readings

SPECIAL STUDENT PROJECTS:

Tests, Reaction Papers, Simulation Activities/Communication Exercises, Observation Sheets, Term Project

SPECIFIC LEARNING OBJECTIVES:

1. The student should gain an understanding that communicating with people of other cultures involves interpersonal interactions with people whose backgrounds, developmental experiences and attitudes differ widely from their own.

2. The student should gain an understanding of the concept of cultural relativity in order to enable him to see the similarities and differences of people of other cultures objectivety; without the need to assign right/wrong, superior/inferior labels to those factors.

3. The student should understand and allow for cultural differences if he is to be an effective communicator.

4. The student should understand that attitudes and values are often a barrier to effective interactions with people of other cultures, (ethnocentrism, stereotypes, prejudices, xenophobia, world view, and social perceptions are all factors that can cloud judgement).

5. The student should understand that the structure of a language and a vocabulary, including connotative and denotative meanings, can be a problem preventing effective intercultural communication.

6. The student should understand that certain nonverbal behaviors are particularly significant when communicating with people from other cultures, (space, time, body language, movement, gestures, and facial expressions.)

7. The student should understand his common humanity with peoples from other cultures, the ability to see each person as an individual, and a genuine desire to understand are necessary factors if he is to acheive successful communication with peoples of other cultures.

TERM PROJECT

SUGGESTED OPTIONS:

1. Study at least one American subculture (Black, Latin, Native American, Jewish, Asiatic, Oriental, etc.) Observe and/or investigate their rituals, linguistics, nonverbal behaviors, and other bahaviors. Write a term paper on your study. Comment on what effects the study had on your own attitudes, feeling, etc., about the subculture.

2. Study one international culture (European, Asian, African, Latin American, Middle Eastern etc.). Investigate their rituals, linguistics, nonverbal behaviors and other behaviors. Write a term paper on your study. Comment on what effects the study had on your own attitudes, feelings, etc. about the subculture.

3. Read at least one novel or nonfiction book that focuses on life in another culture. Analyze the communication variables that reflect the intercultural situation. Compare and contrast those variables with your own attitudes, feelings, etc. Write a term paper on your study.

ORAL REPORT:

You will be responsible for giving two seven minute oral presentations on your term project discoveries and conclusions at an assigned time during the course.

CULTURAL STEREOTYPES ACTIVITY: Instructor Guide

Options:

1. You may wish to assign this activity as a homework assignment. Classroom discussion of the results of this assignment should focus on:

a. The multitude of stereotypical statements students discovered
b. The effects of such statements on class members' attitudes towards the groups mentioned
c. The effects of such statements on communication with members of the groups mentioned.
d. Potential communication strategies to avoid the pitfalls of stereotyping behavior.

2. You may wish to assign this activity as a classroom exercise. Allow students ten minutes to fill in their individual sheets. Then assign the students to small groups to compile a group of stereotypical statements and to analyze the impact of of those statements. Have each group pick a representative to report on the findings of the group. Follow through with class discussion on what the groups discovered and on potential communication strategies to avoid the pitfalls of stereotyping behavior. You may wish to have each student hand in a short reaction paper briefly stating their feelings about the activity.

3. Statements you might expect individuals or groups to contribute:

   cold as a German
   violent as an Arab
   warm as an Italian
   hotblooded as a Latin
   hot tempered as a Latin/Italian/Irishman
   romantic as a Frenchman
   sly as an Oriental
   mysterious as an Oriental
   polite as a Japanese
   lazy as a Mexican/Bahamian
   proud as a Spaniard
   dumb as a Polack
   cowardly as a Chinese
   stubborn as a Dutchman
   primitive as an African
   backward as an Australian

ACTIVITY: Cultural Stereotypes

Instructions: Collect and compile as many statements as possible which stereotype and/or indicate prejudice or discrimination with respect to various races, nationalities, groups. Examples: "the luck of the Irish", "stingy as a Scotsman", etc. What affect do such statements have on our attidudes toward and communication with members of these groups?

FOCAL IDEA: In African communities, the arts (music, dance, drama, the visual arts) are viewed as an integral part of the whole of life.

TYPE OF ACTIVITY: Sorting

TITLE: Art for Life's Sake

ATTENDING DIRECTION: In the West, what we generally refer to as art has ceased to have the useful function in society that it once had. Often, too, art tends to be for those who have money. The more "artistic" it is, the more valuable it is and the more likely it is to be carefully hung on the wall in a home, in a museum, or in an office to be looked at and admired. If it is music, we may go to a concert and listen to it; if dance, we may go and watch it being performed on stage. This is not to deny exceptions, of course.

In Africa, on the other hand, art serves a variety of functions. It helps man to relate to supernatural forces. Art may explain the past; it may describe the values and the way of life of a particular people. It may serve as a mediator in social relations, express emotions, denote prestige or status, or simply provide entertainment. The arts in Africa are, in summary, an integral part of all of life. Even in Africa, however, there are exceptions.

In the activity which follows there are twelve situations which describe the behavior of Africans related to art. Certain of the situations are consistent with the focal idea stated above. Certain situations are inconsistent with that focal idea. Mark those that are consistent with a "+". Mark those that are inconsistent with a "o". In the process of completing this activity you will come to understand more clearly the function of art in African societies, and to recognize the exceptions to this generalization.

The column headed "Ind." is for your individual reaction. The column headed "Gr." is for subsequent work in small groups.

Art for Life's Sake

Ind.   Gr.

____ ____ 1. A 400-year-old bronze plaque from the African kindgom of Benin reflects a historical period in African history--a Portuguese soldier in the type of armor worn at the time the Portuguese first sailed down the West African coast in the 15th century and began trading with Benin.

____ ____ 2. The dark ebony of the carving glistened in the dim light of the curio shop near the palace in Benin, Nigeria. As Bisi picked up the carving of a king's head she felt the weight of the wood. She thought, "This is just the thing to decorate my new apartment in Lagos."

Ind. Gr.

____ ____ 3. In the large shed in Mombasa, Kenya, a manager oversees ten to fifteen men who sit on the floor carving wooden animals, masks, and other interesting objects to be sold in tourist shops all over the world.

____ ____ 4. The hard day of working in the gardens is finished. Rebeka has finished cooking and eating, and now she relaxes in the cool of the evening. While she sits talking with other women from the village, however, she continues to work on a large, tightly-woven basket with specially prepared grasses. The basket has intricate colored designs, and it will be used to carry grain to town to be ground into flour.

____ ____ 5. Some Africans may create small scars on the body as a form of decoration, sometimes in beautifully elaborate designs. Scarification may also be a device for indicating a person's role in life or his origins. This practice is now disappearing.

____ ____ 6. The carved wooden stools of the Akan-speaking peoples of Ghana, some embellished with designs of silver or brass, have for centuries functioned not only as seats, but have also such importance to the Akan that without it the religion of the ancestors becomes almost meaningless.

____ ____ 7. Among the Woyo people, men eat with men but are served their food by their wives. The wives bring food in a small pot covered with a decorated wooden lid. If there is some disagreement between the man and wife the pot is covered with a lid which has a very special series of decorations which serve the purpose of bringing the disagreement into the open so that others can help to settle the dispute.

____ ____ 8. Dancers dressed in beautifully carved masks and elaborate costumes play an important role in the rituals of the Gelede cult of the South-Western Yoruba (Nigeria). In the masquerade the dancer helps, through his actions, to control certain forces for the good of the community.

____ ____ 9. Most Ghanian traditional rites, such as puberty and funerals are accompanied by a dance. In some areas, there is usually drumming and dancing at funerals, and a failure to hold a

Ind. Gr.

____ ____ dance at a funeral may be regarded as an ill omen.

____ ____ 10. A South African man of the Xhosa people in Ciskei is wearing elaborate handcrafter jewelery and fabrics made near and in his locale. These are more than mere "pretty ornaments." He can associate closely with each piece, its process, and its heritage.

____ ____ 11. In Southern Ghana, terra-cotta heads and free-standing figures on pot lids are part of the funeral of an important person. These figures are formed only by men or old women past child-bearing age. It is thought that if a young woman did this work, her fertility would be destroyed.

____ ____ 12. Chief Inoren of the Owo Yoruba people in Nigeria presents his son with a large and lovely cloth called sheeghoshen. "This will show that you are a man of importance and wealth," he explains, for sheeghoshen is indeed. a cloth of prestige."

FOCAL IDEA: Although Latin Americans hold different expectations for men and women, women are perceived as competent persons who can exercise their talents in a range of fields.

TYPE OF ACTIVITY: Rank Order

TITLE: Girl Meets Boy

ATTENDING DIRECTIONS: Latin American manners, in comparison with North American manners, are quite formal. With the growth of cities, the influence of North American and European films, and other factors, some of these manners are changing.

In the story that follow, a young man from Colombia who subcribes to the more traditional and formal code is confronted by a competent young Mexican woman who probably considers herself more modern in outlook.

The young Mexican woman is proud--proud that she is an attractive woman. At the same time, she accepts her talents and is obviously developing them in a serious way. Thus, she depicts how a female in Latin America can accept both her sexual role and her responsibility to use her ability.

GIRL MEETS BOY

Two young men, both students at the University of Mexico, are enjoying coffee in a student cafe. Steve, a North American from Florida, is doing graduate work in anthropology. He has been in Mexico for the past three years. His friend, Juan, is from Colombia. Born in the Department of Boyaca, Juan completed his undergraduate work at the University of Los Andes in Bogota, Colombia. He is studying for a degree in archaeology. For the last year he has been participating in an archaeological "dig" at Teotihuacan, an Aztec ruin near Mexico City with well-preserved courts for playing ball,"pelota",and sacred baths for participants.

The student cafe is filled this evening as students celebrate the end of the year and prepare for vacations. The year has run smoothly. Since there have been no strikes "huelgas" or serious disorders, the classes have finished on time, and the examinations have been completed.

The social atmosphere of the cafe is quite relaxed. This is obvious in the casual dress and behavior of both male and female students. The sound of happy noises competes with the loud playing of records, the beat of which almost compels one to dance and sing.

Juan is engaged to be married. His fiancee is awaiting his return in Bogota. He is anticipating his reunion with her after a two-year separation. In the meanwhile, Juan enjoys meeting and talking with other girls who are well-mannered and intelligent as well as attractive. When this is possible he is always, almost by nature, formal and strict in thought as well as in practice.

Steve, on the contrary, is unattached, and Juan has observed that he dates frequently, that his manner is informal, and that his interest in his female friends never appears to be serious. He finds it quite easy to meet and talk with girls. Tonight, he appears to be more relaxed and informal than is normal.

A lovely red-haired girl approaches their table. She has recognized Steve whom she met at a conference conducted some weeks earlier at the university. She approaches the table and greets Steve.

Juan leaps to his feet and awaits an introduction.

Steve casually suggests that the young lady join them which she does.

Somewhat upset by what he has witnessed, Juan seats himself. When no introduction is forthcoming, Juan introduces himself.

In response, the young woman replies, "My name is Carmen Sanchez. My home is right here in Mexico City.

"My home is now Bogota, Colombia, says Juan. "I am here studying archaeology. And you?"

"Oh, I am studying medicine."

Steve interrupts. "Hey, let's not get too serious and ruin the occasion."

Carmen laughs.

Juan is abashed when Steve continues, "Carmen, I want to tell you, once again, that it's nice that we have so much in common. And I certainly hope I'm not breaking any rules when I tell you that I'm unattached and ready to enjoy the night."

Carmen laughs with delight. Juan fails to see the humor. Instead, he questions Carmen.

"What do you intend to do when you finish?"

"Over the long run I have not decided on the branch of medicine in which I will specialize. After receiving my degree, I hope to practice medicine in one of the northern states near the border with the United States. We have much poverty there and medical services are needed. Afterwards, perhaps surgery. Who knows?"

Steve seizes the floor again. "Is that look in your eye proof that you passed your exams, or could you be fascinated by me?"

"Of course, I did well on my tests. At the same time, I'm delighted to have the company of two delightful and responsible men."

A new record begins to play.

Juan asks, "Shall we dance?"

"Delighted."

From his table, Steve watches Juan and Carmen begin to dance.

"What strange and delightful persons," Steve muses. "So feminine. So competent. So assured. So responsible. And so attractive."

INDIVIDUAL DECISION SHEET

Complete this decision sheet working alone. Assume you are Juan and believe that one should alwyas be formal and correct in dealing with young women from good families. Place a "1" by Steve's worst mistake, a "2" by Steve's second worst mistake. Continue until you have ranked each of his errors from the worst to the least severe.

____A. Steve fails to stand as Carmen approaches the table.

____B. Steve neglects to introduce Juan.

____C. Steve does not take a serious interest in Carmen's studies.

____D. Steve makes comments that might be suggestive.

Reasons why you ranked the choices as you did.

1.
2.
3.
4.

INTRODUCTION TO WORLD CULTURES

Stephen Clapham

COURSE DESCRIPTION

A comparative analysis of human cultures in time and space with attention focused on those forces which produce similarities and differences between cultures. Cultures are portrayed as adaptive, evolving systems satisfying societal and individual needs.

COURSE RATIONALE

Many students entering institutions of higher education possess a very minimal awareness of the existence, richness and variety of the human cultures mankind has created. Ethnocentrism, geographical isolation from other societies, and a paucity of courses with detailed emphasis on other lifestyles all contribute to the lack of a global perspective among students. Yet, never before has the need for such a perspective been so patently manifest. A global perspective is a prerequisite for comprehension of events at home and abroad. No nation, including the United States, exists in isolation. No nation can today conduct its political, economic and social affairs free of having to recognize the influence on such affairs of the policies and cultural goals of other societies. Ignorance of other ways of life implies a fractured and partial understanding of American cultural ways. As Margaret Mead, the anthropologist, consistently maintained, "We study other cultures to better understand why we live the way we do". A global perspective must become an established and integral component of the educational experience. To neglect the promotion of the global perspective in education today is tantamount to failing to educate.

COURSE OBJECTIVES

On completing the course students should:

a. Comprehend the meaning and significance of the concept of culture in the generic sense of the term
b. Recognize human cultures as alternative composites of cultural elements.
c. Be aware of factors in the development of cultures which produce similarities and differences with other cultures
d. Accept the utility of employing a focus on techno-economic forces as primary variables in the determination of other variables within human cultures
e. Be familiar in general terms with cultures representative of all inhabited continental areas of the world
f. Have detailed acquaintance with one culture distinct from their own.
g. Possess a view of the contemporary interrelationships of cultures, and a recognition that there are no isolated, autonomous cultures
h. Manifest a global perspective in reflecting on United States and world affairs

COURSE STRUCTURE

The course is made up of fifteen units. While many of the units assume student exposure to earlier units, most units do not require such exposure to be meaningful on their own.

The course was designed to cover one unit per week. However, because of depth of information discussed in every unit, instruction could well be extended as far as time and interests dictate. For example, the units could be covered two weeks at a time, thus allowing for the offering of World Cultures over two semesters.

Each unit carries a unit description, unit objective, and a subdivision into topics. Each topic generally suggests itself as the subject of one lecture/discussion. In addition, each unit carries suggested questions on topics in the unit and a list of visual supplements for classroom use.

TEXTUAL MATERIAL

Students will be required to read the following:

Human Societies, Lenski and Lenski
World Atlas

TERM PROJECT

All students will be required during the term to become familiar with the culture of another people. A report detailing the culture examined will be due at term end.

LIST OF UNIT TITLES

Unit 1: Human Beginnings
Unit 2: Prehistoric Cultures
Unit 3: Agriculture and Civilization
Unit 4: The Industrial Revolution
Unit 5: Evolution of Cultures to the Present
Unit 6: A Model of Culture
Unit 7: World Geography and Culture Areas
Unit 8: Hunter-Gatherers
Unit 9: Horticulturalists
Unit 10: Pastoralists
Unit 11: Agriculturalists
Unit 12: Industrial Culture I
Unit 13: Industrial Culture II
Unit 14: Industrializing Cultures
Unit 15: Future Cultures

UNIT I HUMAN BEGINNINGS AND THE ENERGENCE OF CULTURE

Unit Description: Humans evolved through the development of culture. Culture, as a learned series of behaviors and rules for behavior, marks humans off from other animals and frees humans from the rigidity of behavior patterns observable in other organisms. Culture is a product of man but simultaneously man is a product of culture. Human groups create particular forms of culture which evolve over time in response to changing needs and circumstances.

Unit Objectives: On completion of this unit the student should be able to:

a. Comprehend the biological basis of human behaviors and social life and see humans as organisms in nature produced by the same evolutionary processes that account for all life forms on earth.
b. Recognize the revolutionary significance of the emergence of culture as a survival adaptation peculiar to humans.
c. Distinguish what culture is, what elements it typically encompasses, its symbolic foundation, its dual use as a term of reference to culture in the abstract and the culture of a given group, e.g. American Culture
d.

capacity for continuity or change of elements, its dependence on biology and its ability to transcend biology.

Topics

Man the Animal, position in animal kingdon, evolutionary history, features in common with other animals, species, specific biological traits, absence of any biologically prescribed survival pattern

Culture, definitions of, uses in social science, origin of in evolution, components of culture, basis in symbols, difference between culture and cultures

Human Cultures, culture a group phenomenon, cultural conformity and deviance, forces that produce cultural similarities, and differences between groups

Cultural Evolution, definition of, differences from biological evolution, major variables on others, suggested primary variables in producing change

SUGGESTED VISUAL SUPPLEMENTS

The Time of Man, explores the biological and cultural development of man and asks critical questions about our modern lifestyle and its adverse impact on biology and environment.

Lower Than the Angels, first in acclaimed Ascent of Man series of videotapes narrated by Jacob Bronowski, reviews human beginnings and suggests which unique human traits have been responsible for our evolution as a successful species

INTERNATIONAL/INTERCULTURAL NURSING PROJECT

Shirley Corbett

The goal of this project is to:

1. Develop international/intercultural objectives to be incorporated into various existing nursing modules.
2. Recommend reading material and audio-visual aids to assist faculty and students in meeting the stated objectives.
3. Purchase books and audio-visual material for faculty and student use as funds are available.

In pursuit of this goal I have met with individual faculty members to discuss aspects of international/intercultural nursing in their respective courses. The faculty provided objectives for individual course areas and also suggested additional read materials.

The following areas of nursing were identified as being directly related to culture:

1. Culture and Childbearing
2. Culture and Childrearing
3. Culture and Nutrition
4. Culture and Pain
5. Culture and Body-Image
6. Culture and Folk-Medicine

Efforts at developing objectives were directed towards these areas. Issues related to specific cultural groups in South Florida, as well as cultural groups in other areas of the country, have been addressed. Clinical components will be focused particularly on health problems commonly encountered by nurses in South Florida.

Nursing has historically addressed cultural aspects of patient care in the goal of meeting the individual's basic human needs. These cultural aspects, however, have not always been clearly defined in a way nursing students and faculty could identify as common goals. By the development of specific goals and objectives, cultural information can be integrated throughout the nursing programs.

A modular revision committee will begin shortly to revise and update the existing nursing modules. The results of this international/intercultural project will be given to this committee for serious consideration. Rewording of objectives at that time may be necessary to obtain language consistent with the remaining modular objectives.

CULTURAL OBJECTIVES FOR FUNDAMENTALS IN NURSING

1. Compare and contrast the cause of illness as typically assigned by the white-middle class, black, Spanish-speaking, American Indian, and Oriental cultures.

2. Identify examples of folk medicine practices of various cultures.
3. Discuss cultural factors that affect a person's eating habits.
4. Discuss cultural factors which may play a role in the patient's experience of pain.
5. Determine the impact of the individual's sociocultural beliefs on his response to the health care system and acceptance of health care services.
6. Describe how nurses and other health team practitioners can provide care which incorporates the patient's cultural beliefs and practices.

CULTURAL OBJECTIVES FOR PSYCHIATRIC NURSING

1. Identify the influence that social, political and cultural pressure has on the classification of normal vs. abnormal behavior.
2. Identify the influence of family, culture, and society on the development of the self concept.

CULTURAL OBJECTIVES FOR MATERNITY NURSING

1. Describe differences in value systems and attitudes toward maternity care exhibited by: Afro Americans, Cuban Americans and Mexican Americans.
2. Discuss problems related to maternity care found in the illegal immigrant community: Haitian, Mexican and Jamaican
3. Design a teaching plan for newborn care related to the cultural background of a maternity patient: Cuban, Haitan, Asian and Mexican.

CULTURAL OBJECTIVES FOR PEDIATRIC NURSING

1. Identify the role of international health organizations in child health promotion throughout the world: a. World Health Organization (WHO), b. United Nation's Children's Fund (UNICEF)
2. Describe how cultural beliefs and values can both contribute to and conflict with the healthy development of the child.
3. Identify methods of assisting the child in developing a positive self-image incorporating racial/ethnic identity at each major developmental stage.
4. Describe how cultural values may influence the nutrition of the child.

5. Identify ways that cultural traditions influence child-rearing principles of permissiveness vs. rigorous obedience.

6. Discuss the potential effects of a high achievement oriented culture on the child at each major developmental stage.

CULTURAL OBJECTIVES FOR NEUROLOGICAL/ORTHOPEDIC NURSING

1. Describe how cultural aspects/values in the United States can hinder or advance the rehabilitation process in a patient with problems of mobility. (i.e. Body image and the emphasis on vigor and youth)

2. Identify one problem that has it's origin in the patient's cultural and/or ethnic background. (This objective will be part of the student's motivation for visiting with the Home Wealth Agency.)

CULTURAL OBJECTIVES FOR TRANSITION NURSING

Objectives for a patient-centered conference:

1. Describe the cultural and ethnic background of the individual.

2. Identify how the patient's background may affect the manner of response to the wellness-illness continuum.

RECOMMENDED READINGS

BOOKS

1. Bauwens, Eleanor E. The Anthropology of Health. Saint Louis: C.V. Mosby Company, 1978.

2. Damon, Albert, Ed. Physiological Anthropology. New York: Oxford University Press, 1977

3. Fersh, Seymour, Ed. Learning About Peoples and Cultures. Evanston, Illinois: McDougal, Lettell & Company, 1979.

4. Getty, Cathleen and Humphreys, Winnifred. Understanding the Family: Stress and Change in American Family Life. New York: Appleton-Century-Crofts, 1981.

5. Henderson, George and Primeaux, Martha. Transcultural Health Care. Menko Park, California: Addison-Wesley Publishing Company, 1981.

6. Leininger, Madelene. Trancultural Nursing: Concepts Theories, and Practices. New York: John Wiley & Sons, 1978

7. Lidz, Theodore, The Person. New York: Basis Books, Inc., 1976.

8. Moore, Lorna et al. The Biocultural Biases of Health. New

York: C.V. Mosby Company, 1980.

9. Clark, Ann L. Culture and Childbearing. Philadelphia, Pa.: F.A. Davis Company. 1978

10. Clark, Ann L. Culture and Childrearing. Philadelphia, Pa.: F.A. Davis Company. 1981

RECOMMENDED READINGS

PERIODICALS

1. Dirschel, Kathleen M. Teaching Nursing in China: An Exchange Program." Nursing Outlook, December 1981 pp. 772-725.

2. Gordon, Verona C. et al. "Southeast Asian Refugees: Life in America." American Journal of Nursing. November 1980. pp. 2031-2036.

3. Horn, Beverly M. "Cultural Concepts and Postpartal Care." Nursing & Health Care. pp 516-527

4. Hathaway, Rebecca G. and Halfman, Marsha A. "Nursing in Kenya." FOCUS on AACN, December 81/January 82, pp. 11-14.

5. Meleis, Afaf I. "The Arab American in the Health Care System." American Journal of Nursing. June 1981 pp. 1180-1183.

ENGLISH AS AN INTERNATIONAL LANGUAGE

Fred Curry

NASILP The National Association of Self-Instructional Language Programs

One message that the American Foreign Office, American commerce and business, and American tourism has received for the 1980's is that the rest of the world will no longer speak English for these various concerns. Yet too few Americans know enough of any one foreign language to successfully compete in overseas governmental affairs, in international businss and trade, or in the sometimes deceptively simple art of tourism. This decade plainly shows that more Americans need to be well versed in at least one foreign tongue. Obviously, one of the ways to help alleviate the shortage of competent American linguists is to teach interested individuals foreign languages. American schools of higher learning, however, can only teach a few languages to a relatively small number of individuals because of limited funds and space. But self-study programs can offer a viable solution to meet the need for more language instruction and to compensate for the moderate capabilities of foreign language departments.

Broward Community College, through the auspices of, and in cooperation with, the National Association of Self-Instructional Language Programs (NASILP), an outgrowth of the earlier Critical Language Program, can offer a self-instructional program in which interested individuals may learn virtually any language desired which is not taught on a regular basis at a local school or college.

The NASILP program is comprised of a coordinator who is a full-time instructor at Broward Community College, textbooks, tapes and tape recorders, a native speaker of the language being studied, and an examiner. Hopefully, it will be comprised of more than one student per language. An ideal number would be at least three to six students studying the same language at about the same level and rate so that they can help, prod, and encourage each other toward completion of the study program.

The students proceed at their own pace. Thus they must be highly motivated and self-disciplined. Students unsure of their goal, of their interest in learning, and of their ability to succeed are unlikely to complete this strenuous, demanding course of study. In other words, the students must have a positive attitude and a strong determination to succeed. During the semester the students are guided by the coordinator, helped by a selected native speaker of the language, and finally, at the end of each semester, rated by a visiting examiner who is a teacher of the target language at an accredited institution.

Thus, Broward Community College, with the help of NASILP, can do its--by no means--small part in rectifying a situation labelled "scandalous" by a Presidential Commission on Foreign Language and International Studies. It is scandalous, embarrassing, even humiliating, to the United States, for instance, that we allow our Presidents to say such things on German national television and on inter-European television as "I am a jelly doughnut," as John Kennedy stated in Berlin in 1963, and that "I lust for you," as it was interpreted for Jimmy Carter in Warsaw in 1977. It is scandalous that a mere 18 percent of CIA recruits meet the "minimum professional proficiency" in a foreign language, and that only 20 percent of the candidates accepted into the Foreign Service meet State Department language-competency standards.

This "scandal" is not only a loss in the sense of an injured national and personal pride, but also in the sense of real dollars and cents slipping unnecessarily from the hands of tongue-tied Americans doing business abroad. These Americans find themselves at a crippling disadvantage when competing in trade and commerce with their European, Japanese and Latin American counterparts who know a host country's native tongue only too well. For example, the uncomfortable imbalance in the United States export-import trade, which in turn drags down the dollar value, is due in part to the American business' out-dated attitude of provincialism. This ignorance of another's language cannot continue when one out of eight American manufacturing jobs depends on world trade.

But, as stated, there is a viable solution to America's embarrassing, even damaging situation. The NASILP program, offered at Broward Community College, allows individuals to attain a minimum competency in a language. Thereby, the lot of the government official, foreign service officer, businessman, and tourist can improve. He is able then to participate, function, and compete abroad. To cite one specific example here: Representative Leon Panetta (D. Calif.) a member of the Presidential Commission, wrote an amendment to the International Development Cooperation Act whereby key United States foreign-post positions will henceforth be filled only by persons knowing the language and culture of an assigned country. The self-instructional language program offered at Broward Community College could help to qualify persons for such foreign posts.

The NASILP program can offer even more immediate benefits on a local basis. Graduates of the program would be available to local establishments to serve as interpreters for non-English speaking visitors to the United States in emergency situations such as at hospitals, or in routine situations such as at tourist resorts. These graduates would offer their services voluntarily or for a fee to help the visitors communicate with the physician or the hotelier. The coordinator of NASILP at Broward Community College would have a list of names, matching the graduates with the desired foreign languages.

The NASILP program at Broward Community College would be at least one college's attempt at following through with the recommendations made by the President's Commission; namely, that foreign language learning be reinstituted at educational institutions, and that opportunities be given to foreign language teachers to upgrade their skills.

The NASILP Program at Broward Community College would heed the resolutions of the United States House of Representatives as expressed in its H. Con. Res. 301, passed on November 17, 1980, by the 96th Congress, Second Session, that "local educational agencies and institutions of higher education should consider strengthening the study of foreign languages and cultures through appropriate actions". Such a program at Broward Community College would, indeed, represent this kind of "appropriate action."

Finally, the NASILP program at Broward Community College would show to key foreign personnel that at least here a concentrated and sincere effort is being made to take the time and trouble to teach the non-traditional as well as the traditional languages. This in turn will help to show foreign personnel that the United States no longer holds to the archaic, even conceited attitude, to the false precept, that English is the only language needed to participate successfully in the competitive world of the 1980's.

Footnotes

1. This Commission reports: "Americans' incompetence in foreign languages is nothing short of scandalous "
2. As stated in "Our Shocking Illiteracy in Foreign Languages" by Nick Thimmesch. Reader's Digest, February, 1981
3. See Thimmesch, p. 177.
4. H. Con. Res. 391; 17 November 1980, 96th Congress.

INTRODUCTION TO COMPARATIVE GOVERNMENT

Carlos Diaz & Edward Schindeler

COURSE DESCRIPTION:

This course is designed for the primary purpose of introducing the student to various governmental systems of the West, the East, and the less developed world. The nations selected for study represent a broad cross-section of governmental types, levels of political and economic development, and geographic or regional significance.

This course will analyze political institutions, economic development patterns, theories of nation-building and economic development, the relative position of nations in the international arena, the influence of the economics and politics of a nation upon its position in the world of nations, and the historical, political economic, and cultural factors which influence a nation's government.

This course will also examine the European Economic Community (EEC) as an illustration of a political, economic and regional approach by which nations can cooperate with one another for mutual benefit, alleviate the potential of war, and promote international stability.

COURSE OBJECTIVES:

Upon completion of this course the student should demonstrate an understanding of the nature of the types of governments existing in democratic and non-democratic countries, the government institutions existing in all types of governments, the problems existing in the developed as well as the undeveloped world, the interrelatedness of the problems of developed and less-developed nations, the ideological political, sociological and economic bases of the various systems of government, and the influences of historical, religious, ethnic, and cultural factors upon the government, its structure, policies, and expectations. The student should also demonstrate an understanding of economic regionalism, its potentials, its limitations, and its overall purpose.

LIST OF UNITS:

1. Developed Democracies. (West Germany, Swenden, United Kingdom and Japan).

2. Communist Nations (The Soviet Union and Yugoslovia).
3. Developing World Nations (Saudi Arabia, Venezuela, Brazil, Mexico, Spain and Nigeria).
4. The European Economic Community

Basic Text: Wesson, Robert G. Modern Governments: Three Worlds of Politics, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981

The text will be supplemented with readings on reserve in the library.

UNIT I DEVELOPED DEMOCRACIES

Unit Objectives: The student should understand:

1. The structure of the governments of West Germany, Sweden, the United Kingdon, and Japan.

2. The historical factors which contributed to the development of the structure of the government, the nature of political parties in the political system, the nature of and powers of the executive, legislative, and judicial branches of government, the position of the monarch (where applicable), the nature and power of interest groups in the respective systems, the differences between federal and unitary systems, political, economic, social, and cultural problems existing in each of the countries studied.

Learning Objectives: The student should have acquired the ability to:

1. Analyze the influences of historical, cultural, economic, political, and sociological factors upon each country's government and politics.

2. Identify the segments of each country's government and its respective roles, functions and powers.

3. Describe the electoral systems used in each of the countries studied and the differences which result in the organization of the government as a result of these various electorial systems.

4. Differentiate between federal and unitary states as well as describe the powers of the various levels of government in each of these.

5. Compare the political freedoms which exist in each of the political systems studied.

6. Describe the social and economic systems which exist in each country studied.

UNIT III DEVELOPING WORLD NATIONS

Unit Objectives: The student should understand:

1. The structure of the governments of Saudi Arabia, Venzuela, Brazil, Mexico, Nigeria, and Spain.

2. The historical factors which contributed to the development of the governments, the nature of the political parties in the political systems, the nature of and powers of the

executive, legislative, and judicial branches of the various governments, the position of the monarch (where applicable), the nature and power of interest groups in the respective systems, the differences between federal and unitary systems, and the political, economic, social, and cultural problems which exist in each of the countries studied.

3. Theories of state building and economic development applicable to Third World countries as well as the variety of problems and alternative solutions to those problems which exist.

Learning Objectives: The student should have acquired the ability to:

1. Analyze the influences of historical, cultural, economic, political, and sociological factors upon each country's government and politics.
2. Identify the segments of each country's government in its respective roles, functions and powers.
3. Describe the methods of leadership selection used in each country and compare the organizational differences in each government which result from such variations.
4. Differentiate among federal and unitary states as well as describe the allocation of powers in each of the states studied.
5. Compare the political freedoms which exist in each of the political systems studied.
6. Describe the social and economic systems which exist in each country studied.
7. Describe the individual social, economic, and political problems of each country studied as well as the proposed solutions to these problems.
8. Compare the alternatives for development of each nation by taking into consideration natural resources, population resources, and political conditions.
9. Compare the role, ideology of, and position of political parties in each country.

UNIT IV THE EUROPEAN ECONOMIC COMMUNITY

Unit Objectives: The student should understand:

1. The structure, organization, power and function of the European Economic Community (EEC).
2. The historical factors which led to the development of the EEC, the allocation of power within the EEC, and the

political and economic questions which are an intergral part of the EEC.

Learning Objectives: The student will have acquired the ability to:

1. Describe the nature and functions of the EEC.

2. Analyze the perceptions and positions of each country which is a member of the EEC.

3. Describe the effectiveness of the EEC in fulfilling its stated purposes.

4. Project the potential futures of the EEC as well as the potential extensions of the EEC concepts.

5. Apply the EEC model to other areas of the world-developed as well as less-developed.

Special Project

Each student will be expected to choose one nation from those covered in the course and write a research paper which will determine approximately 25% of the final grade. Under special circumstances, the student may be permitted to choose a nation outside of those covered in this course.

The research paper shall include, but not be limited to, the following characteristics of a nation:

1. Basic structure of government
2. Nature of the political party system
3. Major interest groups within the nation that affect the operation of government
4. Nature of the country's economy and its effect on domestic and foreign policy
5. Degree of services that government provides for its citizenry
6. Ethnic composition of the nation's population and its effect on the political system
7. Strategic position of the nation in international affairs and alliances the nation holds.

Within the time constraints available in the course, outstanding papers will be shared with the entire class.

GLOBAL PERSPECTIVES ON INTERNATIONAL TOURISM

L. Ray Dieterich

This unit is to be offered to all students majoring in: A.A., A.S. Tourism Industries Administration, A.S. Hotel/Motel Administration, and A.S. Restaurant and Food Service Administration.

GOALS

International Tourism Marketing enables the tourism student to formulate an ethical and philosophical base which addresses the rights and responsibilities of the various publics involved with the tourism product (the producer, the marketer, the consumer, and the non-consumer), as we seek to move from a marketing orientation which has traditionally been structured to serve exclusively the needs of the routist to one which recognizes and serves those of the indigenous population as well.

The unit offers the tourism student a wide range of marketing knowledge and tools in an integrated manner. It has been structured according to a deductive approach that starts by general concepts and passes through planning and strategic development, ending with pragmatic marketing practices currently employed by suppliers of the tourism product at various levels.

It seeks to guide the tourism student in his/her examination of the one specific question: "How should a supplier of the tourism product or an official tourism organization go about selling its services and attractions to the many publics for whom travel for pleasure has become an essential part of the lifestyle and for whom travel opportunities to the far reaches of this globe are now within reach?"

It assists the tourism student in his/her conceptual leap from the marketing of artifacts to the marketing of experiences.

Debbie Sheridan grumbled as she tried to ease her car into Miami's I-95, already overloaded with trucks, rental cars and tourist buses. She was thinking "The beach will be a nightmare; all those German, Swedish and Colombian tourists raking over my beach, no room for an American. And worse yet, none of them are smart enough to speak English and will be bothering me with stupid questions I can't understand. Why don't they stay home?"

Wolfgang Schmidt grumbled as he tried vainly to keep warm in his 15th Century home in Rothenberg. He would give anything for an up to date heating plant, but those fools at the Historical Sites Commission would not permit him to modernize his ancestral home. He was thinking, as he tried to seal out the winter wind, "And soon the tour busses will arrive with those crazy British and Americans, trying to get into my house. It's not enough that I have to freeze in this relic but the tourists trample my garden, look in through the windows, ask stupid questions in English. In English!! If they are so interested in German history why don't they learn to speak German? Better yet, why don't they stay home?"

Manuel Lopez grumbled as he tried to soothe the baby to sleep on a hot sticky Merida night. He was thinking, as he tried to keep this noisy one from waking the others, "This is woman's work. Where is my wife? Where is my daughter, the mother of the child? Since the Gringo tourists came the woman is worth more than the man. My wife works as a maid in the hotel and makes more pesos in a month than I do in a year on my farm. And I am the maid in my own house. My daughter works as a waitress in a tourist restaurant and makes more in a week than I do in a year because she is young and pretty and talks English. These Gringos, they won't learn Spanish. We have to learn English. And what else does my daughter do for all the Gringo money? Is that why I nurse this baby and she is out getting drunk? Getting more babies? The tourists have turned the world upside down. The man is the nursemaid while the woman goes to the bars and the parlors."

Mohammed Mijinyawa grumbled as he tried to salvage something from his cornfield that had been invaded again by the elephants that morning. And only two nights ago the tiger had killed his best milk goat. He was thinking, "How can I feed my 10 wives and 60 children if the wild animals keep destroying my crops and animals? The Chief promised us much money if we would permit them to remain so the tourists could see them. It was better when the English shot them with guns instead of now when the Japanese shoot them with cameras. If they want to save the tigers and lions and elephants, why don't they take them to Tokyo to break down their houses and tear up their rice paddies?"

We find citizens of the developing and the developed countries grumbling about tourists. Citizens grumble about the too rapid changes when developers move Blackpool to Costa del Sol or create Brooklyn with Palm trees in Florida. Citizens grumble when there can be no change to preserve an historical site, a natural heritage.

Does this mean society should heed these grumbling and abolish tourism?

In recent editions of the Fort Lauderdale "News" there have been reports of the good citizens of north-east Broward County grumbling about a proposed hospital in Coral Springs; of citizens in south-west Broward County grumbling about a proposed recreational/sports complex in that area.

Does this mean society should heed these grumblings and abolish hospitals and tennis courts?

Why Tourism?
Why Sports Centers?
Why Hospitals?

That tourism affects the economy of a destination area cannot be questioned; however, the extent of its effect, its implications, and repercussions are debatable.

Costs and benefits are not evenly distributed. What may be a benefit to one group may be a cost to another group within the same society.

Can we say anything more or less about hospitals and jogging paths?

Do tourists reduce the "Quality of Life" for the indigenous population?

Do malnutrition. disease and illiteracy reduce the "Quality of Life" for the indigenous population?

Although both industries, tourism and steel manufacturing, may reduce the "Quality of Life" for the indigenous population most cultures of the world believe these alternatives are preferable to those reductions in the "Quality of Life" occasioned by malnutrition, disease, and illiteracy. And recognizing the givens of climate, geography, and a bountiful nature, some regions are admirably suited to steel manufacturing and some to tourism.

The economy of the Bahamas, for example, revolves around tourism, not steel making. Throughout its history, its economy has been feast or famine. Periods of prosperity were built on privateering, ship wrecking, running the Union blockade of the Confederacy, rumrunning and the mulitary activities centered there during World War II. There are those who believe these historic industries have been excellent training vehicles for today's main activities, tourism and drug smuggling both organized to deliver mind-bending experiences to citizens of the industrialed nations from products of the emerging nations.

The Bahamas with a population of roughly 190,000 entertained 2.2 million tourist in 1979 generating some 41,000 jobs. The estimated $500 million United States brought by international visitors in 1978 translate to a per capita income from tourism of $2,631.00 United States or, $12,200 United States per job. The statistics on drug smuggling have not been so meticulously assembled.

The perception of the typical American is that the economy of the United States revolves around steel making and other basic and high technology industries. Not so. Tourism is its third-largest industry which in 1980 accounted for $150 billion in domestic spending, some six per cent (6%) of the gross national product, exceeded only by the food and automotive industries. The dismal results reported by the automobile manufacturers through the third quarter of 1981 causes one to speculate whether tourism has not now reached the number two spot.

Historically, expenditures on tourism world wide have grown at the compound rate of more than 10% a year, and in 20 years it it was not long before he began a business on his own, a milk bar in London with Eric Hartwell.

There is no question that tourism will enrich an area by providing additional shops, theatres, restaurants, etc., thus providing entertainment and social options not previouely available to permanent residents. Pavarotti does not sing in Miami in September, the hurricane season, but in February, the tourist season. The crucial question therefore is: "Is the local population able to avail itself of these amenities?" For it is common knowledge that tourism creates hordes of menial, dead end jobs; jobs that do not permit the jobholder to enjoy the goodies of tourism. Too bad that common knowledge did not reach a 17 year old school drop out in Mortale, Italy who felt he could make it in Scotland. The Queen could have given the knighthood to someone with a proper British name and Travel Lodge would still be owned by Americans.

There is no question that automobile manufacturing has enriched the lives of vast numbers of the world's population through an ease and mobility of which they could never have dreamed. The industrial worker was afforded the opportunity to escape the city, to live in the suburbs instead of near the factory from which his affluence sprung. It is by the automobile which accounted for some 85% of vacation travel in the United States in 1975 that our salt of the earth industrial worker is magically transformed into that most despicable of characters, the Tourist.

For tourism is conspicuous among that which happens when our industrial society produces discretionary time and money. It is the organization of fantasy by the same people who bring us drudgery. It is a kind of television without the tube. And though both tourism and television are considered by the intellegensia to be a vast wasteland, Abraham Maslow has identified both media as proper avenues for his treasured Peak Experiences.

But this tourism is organized by industrial society in response to its perceptions of what constitutes tourism. It expresses the organization of leisure by industrial society, by the industrial realities of leisure's emergence, and conspicuously by the absence of work satisfaction. Tourism becomes an expression of fantasy indulgence characterized by high technology to facilitate our excape into the person we know we really are. The whole concept is summed up neatly in the slogan of the Italian National Tourist office, "We are selling dreams."

Tourism marketers warn host countries to "know the customer". To these sophisticated marketers the crux of the process is to understand what it is the visitor wants and to give it to him. Tourism is after all, "his" thing, the traveller's thing; it "belongs" to the person who has saved his money for the vacation, who has bought and paid for it. But should a tourist own tourism?

The marketing concept, so revered by the current crop of sales, is anticipated that tourism will be the number one industry worldwide. In 1980 it ranked in the top 10 United States exports of goods and services, with foreign touriststs spending another $10 billion while in the United States.

All this traveling gives direct employment to 4.5 million Americans at every level of skill and indirectly produces another 2.2 million supporting jobs. Federal tax revenues generated by tourism in 1980 totaled $7.5 billion; state revenues were $5 billion and local tax revenues were $1.7 billion.

So much for the Colonies. What about the Seat of the Empire?

"Last year catering earned Britian 3.5 billion in invisible income; more than any other industry apart from North Sea Oil. But its value has yet to be recognized", said Sir Charles Forte, when he received the 1981 Aims of Industry National Free Enterprise Award. And when Europe's voracious appetite for oil has sucked the North Sea Oil Field dry, the flow of France, Marks, Guilders, etc., into the pay pockets of the British will be turned off just as fast as the flow of oil into the tanks of the Mercedes, Renaults, Fiats, etc. When the last Frenchman has paid the last Franc for the last leter of EIF to flow to the innards of a Citreon, thousands upon thousands of his countrymen will continue to pay millions upon millions of Francs for the untold liters of what ways that will continue to flow into the innards of the French. And Sir Charles will doubtlessly still be saying "But its value has yet to be recognized."

Why should we be concerned with a statement by Sir Charles Forte about catering? What kind of a traditional English industry is catering? What kind of a traditional English name is Forte?

Neither are English Traditions. When Sir Charles received the 1982 Man of the World Award at Grosvenor House on January 22, 1982 he presided over the fourth largest hotel and catering firm in the world. He oversees a wide variety of businesses, more than 3,000 restaurents, 800 hotels, a large catering management and consulting business, an entertainment and leisure industries subsidiary, a sportings goods manufacturing and export subsidrary and Travel Lodge Motor Hotels in the United States of America.

Though he now overseas a company with over $ 1.6 U.S. billion in revenues, Charles Forte was born to a family of modest landowners in Mortale, Italy. His father Rocko Forte emigrated first to Pittsburgh, Pennsylvania, USA to become foreman of a steel mill. He returned to marry and have children in Mortale. Then he left again, this time for Scotland where he opened a small cafe. Eventually, he developed it into a chain of cafes and hotels. Charles was educated in Italy and at age 17 said, "I was faced with a decision, whether I should continue to go to school or start to work. I decided to start to work to create a business at least as big or bigger than my father's". Charles went to Scotland to work for his father for a while, but advertising, publicity,&promotion types vigorously says "yes". Not only can, but should. In fact, the marketing concept has moved beyond the doctrine of consumer sovereignty in its strident defense of the divine right of consumers. There, it is joined in its holy struggle against producers by Ralph Nader and the whole armada of consumer protection organizations public, quasi-public and private sector under the banners of consumer advocacy.

This Consumer Advocacy - Marketing concept alliance is fatally flawed in three basic assumptions:

A. The consumer is so ignorant, so incapable of judicious thinking and sound decision making that this pitiful creature must be protected from himself. The blandishments of the marketeers must be purified through the filters of government regulation to balance the consumer's chances in his struggle with the producers. This assumption is based on the conclusion that the only education that has taken place in our schools, colleges, and universities over the past few decades has been in marketing, accounting, and technology. It states that our faculties in ethics, philosophy, art, history, etc., have imparted no knowledge, no skill, no attitudes, to the millions of students whom they have been paid to teach.

B. The consumer is the only citizen of the state, being the sole repository of all truth, beauty, and humanity. This elitist hteory is the 20th century version of the 16th century Divine Right of Kings or the ancient Greek citizen, slave society. It embodies the reverence for those who do not work, the contempt for those who do, the glorification of lily-white hands, the degradation of dirty fingernails. This assumption teaches that the restaurant patron can do no wrong; that the waiter, cook, dishwasher, etc., exist merely to produce in order that the consumer may consume. It is this assumption which permits those who produce our goods and services to be considered menial workers by those whose only function it is to consume.

C. The consumer, paired against his perpetual protagonist, the avaricious villain or fawning mendacant, defines the complete universe. This assumption leads us to the conslusion that the non-consumer is a non-person. When all the rights are given to the consumer the non-consumer has none. No wonder Debbie, Wolfgang, Manuel, and Mohammed grumble. The tourist bought his vacation. He does own tourism. He does have the right to inhabit Debbie's beach, to look into Wolffang's window, to use Manuel's daughter, to trample Mohammed's crops. Which way to the office of non-consumer advocacy?

Slowly but inexorably more and more members of our society are reconizing the falseness of these assumptions of human nature.

The concept of the consumer as a bumbling fool who must be guided, manipulated, even coerced for his own good is merely a restatement of elites and tyrants throughout the saga of mankind. Democracy.

as inefficient and wasteful as it is, has demonstrated that the common man can and does in the long run, make rational choices about his and the earth's well being.

That the consumer is some kind of royalty whose slightest wish is to be gratified by the producers of goods and services is a marketer's version of the royal families, military heros, rubber barons of the past and regrettably, in too many places, of today. The revolutions, the civil wars, the blood baths, have shown innumerable times that serfs, peasants, and slaves will overcome their masters no matter what their titles, what the odds.

That our planet consists solely of consumers and producers is the most horrible assumption of the three. In the first, the protagonist was seen as and criminal; in the second, as a serf. But at least they were acknowledged. They were told that they did in fact exist. Here we are faced with the preposterous proposition that those who do not wish to play the consumption game are just not there, are non-persons. This is repulsive to our concept of human dignity. We should not need the countless lessons from history, ancient and modern, to refute this monstrosity.

These three witches of Macbeth distribute dreadful mischief among the industrialized nations of the world where tourism is important, but not crucial. They bring absolute catastrophe to those developing nations who have no options but tourism And nowhere on our planet is this more true than among our neighbors of the Caribbean Basin.

There exists great unanimity of belief in the religion that tourism will be the vehicle of growth for vast sections of the Third World. Economists, government planners, marketers, and tourism professionals point with pride to the economic miracle of Spanish tourism, to the social egalitarianism of Yugoslavian tourism, to the absolute necessity of Bermudan tourism. But if Third World development is to be trusted to tourism we must find a way to invest tourism with the perspective of the host culture. If tourism is to be the mode relied upon for development, how do we conceptualize a developmental mode? To move to an even more crucial and difficult query, "How do we market a developmental mode of tourism?"

Because tourism insists on sending people around this globe, we must have a global context for what we are about. Because we insist on placing a high priority on the integrity of our entire nvironment, we must make tourism a party to any pragmatic discussion of global perspectives. There are millions of people moving about at leisure whose impact is nowhere rationalized in any sort of planning. To the extent that tourism is organized, it is organized solely from the perspective of industrial society with no regard for the developing cultures. It is inconceivable that anything approaching equilibrium can occur in a global system wherein the characterizations of "developed" and "under developed" are organized by the former without regard to the historic and ideological positions of the rest of the world. It would appear that the New World Order demanded most emphatically and recently at the cancer summit, also missing the mark for this notion is concerned only with the economics of the relationships. What is needed desperately is a movement toward constructive international relationships based on equality, self-respect, and neutral respect among societies regardless of relative per capita GNP's or differences in cultures and values. This would encourage the free exchange of ideas as people and goods flow back and forth among nations. Under this scheme, objectives in order to accomodate the visitor but to add the energies of the visitor to those of the host to create a better experience for all.

SAMPLE EVALUATION ITEMS

International Tourism

1. It is generally recognized that increased tourism brings both costs and benefits to a destination area. Please list below 5 costs and 5 benefits to a community which would result from a sharp increase of visitors.

2. When tourism begins to develop in a destination area, which at the following would be the first group to receive long term benefits.

   a. Government Officials
   b. Large Landowners
   c. Existing hotel keepers
   d. Existing cab drivers

3. Many anthropologists fear that tourism commercializes the history and culture of a society. Please give an example of such commercialization in a well-known destination area.

4. It is generally recognized that the developer of a tourist destination area assumes certain risks in his quest for rewards. Please list below 5 risks and 5 rewards of such development.

5. Though it has long been recognized that tourism destination development requires aninterdisciplinary approach, which of the following has been the last discipline representative added to the development team?

   a. Architects
   b. Market analysts
   c. Behavioral Scientists
   d. Public administrators
   e. Urban planners

6. Which of the following disciplines is generally not included on the development team?

   a. Architects
   b. Market analysts
   c. Behavioral Scientists
   d. Public administrators
   e. Urban planners

7. In recent years, vast stretches of land have been studied

and improved to create new tourist destinations. The vast majority of these areas have one unifying theme. Please state the theme below.

8. Read number 7 . A small minority share one unifying theme. Please state theme below.

9. When a destination area has been developed extensively for tourists, what has invariably been the impact on the indigenous population on land cost?

10. Read number 9. The cost of living?

11. In the development of a tourist area, what entity usually pays for the infra-structure?

12. How is tourism considered an export in the economic sense?

13. Several political leaders espouse "cottage-style" tourism for the Caribbean basin. Please describe what they envision by this concept.

14. Read number 13. Please contrast "cottage-style" tourism with the more conventional style in terms of economic benefits and costs.

15. Rapid social change whether caused by tourism or some other force is almost certain to result in what consequences among the population? Please list two and illustrate.

16. Why are the Bahamas generally considered to be a natural for tourism development?

17. During what decade did the massive growth of tourism take place in the Caribbean basin?

18. When tourism develops rapidly in a destination area, may countries must import workers to handle the newly created jobs. Please discuss the problems inherent to the host country from the importation of those migratory workers.

ENGLISH WRITING: INTERNATIONAL IN SCOPE

Gloria Johnson

Suggestions for Writing Assignments

Unit I Composition Structure for Expositions

- Concept of Progress as Cultural Goals
- Importance of Art
- Importance of Music
- Importance of Dance
- Attitudes toward old age
- Attitudes toward youth

Unit II Multi-Paragraph Theme

- Evidence of Race Prejudice Among Non-Literate People
- Evidence of Religious Intolerance Among Various Non-Literate People
- Narcotics and Their Non-Therapeutic Roles

Unit III Classification and Division

- Forms of Gambling
- Creation Myths
- Organization of Agricultural Labor
- Meals and Eating Regularity (number of times a day people eat)
- Varieties of Alcoholic Beverages Consumed by Non-Western Man
- Types of Vacations
- Status Differences Reflected in Dwelling Types
- Weapons of Warfare Used in Non-Literate Societies
- Forms and Functions of Slavery

Unit IV Extended Definition

- Esperanto
- Cultural Definitions of Family
- Cultural Definitions of Adultery
- Cultural Definitions of Household
- Cultural Definitions of Wealth
- Cultural Definitions of Marriage

Unit V Comparison/Contrast

- Cross-Cultural Study of Use of Normal Clothing
- Cross-Cultural Study of Use of Ceremonial Clothing
- Sex and Status Differences in the Wearing of Ornaments
- Land Usage Efficiency
- Role of Seasonal Dwellings
- Educational Institutions
- Attitudes Toward Old Age

Unit VI Process Analysis

Process of Food Preservation in Various Countries
Process of Getting Married in Various Countries
Process of Dissolving a Marriage in Various Countries
Process of Adopting a Child in Various Countries

Unit VII Cause and Effect

Causes of Malnutrition in Various Countries
Effects of Malnutrition in Various Countries
Why Americans Are Sometimes Called the "Ugly Americans"
Why People in Western European Countries Place a Higher Value on "Individualism" than do People who Live in Other Cultures

Unit VIII Research Paper

Different Typical Compositions of Households
Prevalence of Alcoholism
Incidences of Suicide and Attitudes Toward It

INTERNATIONAL BUSINESS ENVIRONMENT

Enid Jones

The United States economy can no longer be seen as a closed economy, rather it has to be seen in an international perspective. In fact, over one-eighth of the American economy is now accounted for by the foreign sector. This means that even the simple actions and decisions relating to imports, exports, and investments by United States firms and other firms affect jobs and economics far removed from the focus of the decisions. Managers who operate in a foreign environment must make decisions based not only on economics but also on social and political factors.

This course is designed to promote a conceptual introduction, as well as a practical knowledge base for potential managers in the international environment. It will be a 3 credit, 48 hour course offered by the Department of Business Administration.

READING MATERIALS & REQUIREMENTS

Text: Raymond Vernon/Louis T. Wells Jr. Manager In The International Economy Fourth Edition; Prentice-Hall, 1981

Supplementary Readings: Vern Tersptra, The Cultural Environment of International Business South-Western Publishing Co., 1978

Sundry Materials from United States Department of Commerce.

Current information which will be provided in class. (A bibiliography is included in this package.)

Audio-visual materials (list included) will be assigned in class.

Additional input will be provided by speakers from the community and current periodicals.

COURSE OUTLINE

Part I The Firm From Within

Text: Chapter 1 - Strategies of the Firm in International Business
Text: Chapter 2 - Structure of the Firm in International Business
Text: Chapter 3 - Multinational Enterprise as a System of National Units

Tersptra: Chapter 1 - Language section (Language and International Business)

Part II The Economics of International Business

Text: Chapter 5 - Moving Goals Across National Borders
Text: Chapter 4 - Moving Money Across National Borders
Text: Chapter 9 - Foreign Exchange and the National Economy

Terpstra: Chapter 3 - Values and Attitudes

Part III The Socio-Political Environment of International Business

Text: Chapter 6 - Multinational Enterprise and National Institutions
Text: Chapter 7 - The Foreign Sector of the Developing Economies
Text: Chapter 8 - The Foreign Sector of the Command Economies

Terstra: Chapter 4 - Social Organization
Chapter 7 - The Political Environment

Part IV Problems in International Trade

Text: Chapter 11 - Inter-governmental Agreement of Trade and Investments
Chapter 12 - Restraints on International Competition

Terpstra: Chapter 8 - The Legal Environment

UNIT I The Firm From Within Deals With Structure and Strategies of the Multinational Corporation

Detailed analysis of: Patterns of expansion abroad, size of Multinational Corporation, classification of Multinational Corporation, strategies in production, strategies in marketing, strategies in financing, strategies of organizational structure, strategies of management, the national components of the economics effect on the host country

In addition: Look at language and International Business

Communication with employees, with suppliers, with government, and with subsiding company

UNIT II The Economics of International Business Deals With The Movement of Goods and Money across National Borders

Detailed Analysis of: Theory of International Trade, innovations in trade patterns, national government and trades, theory and practice of multinational banking, types of currencies, and exchange rates

In addition, look at: the role of values in the economy. Attitude toward time, work, weather, achievement

Japanese Experiences: Dominant role in the world trade, high productivity experiences, lesson for developed and underdeveloped economies, and the impact of the Japanese movement

UNIT III The Sono-Political Enviroment of International Business

Deals with the relationship between Multinational Corporations and National Institutions of the host countries given the particular political environment

A look at: conflicting jusisdictions, host government viewpoint, home government viewpoints, the special case of developing economics (foreign firms as a source of capital, employment, and technology)

In addition: A look at social organizations

The tasks of the manager abroad in relation to: social institution, social groups, labor unions, political environments as it affects the Multinational Corporation

UNIT IV Problems in International Trade Deals with Intergovernmental Agreements and the Legal Framework in the Host Country

A look at: Principles and procedures of general agreement on tarriffs and trade, organization for economic cooperation and development, and other trade agreements, types of economic unions, problems and benefits of economic unions, restraints caused by laws of both hosts and home countries

GREAT IDEAS IN THE SHORT STORY

ROSEMARY L. LANSHE

A discussion of social and personal concerns as demonstrated in short stories by authors of many nations. Through the reading of short stories, and discussions of their themes, students are able to understand the personal and cultural problems which are common to the family of man. Audio-visual materials are used and students are encouraged to suggest stories for reading and discussion. Meets areas 2, 5, and 8 AA Degree requirements.

SHORT STORIES FROM MANY NATIONS
STUDY GUIDE

This study guide results from the need for American students to gain an understanding of the literature, culture and philosophies of other nations. Literature courses, at both the secondary and college levels, are apt to focus upon the great writers of American and European cultures. This study guide will add writers of other nations to a college level course entitled Introduction To The Short Story. Through the addition of these stories, students will be able to perceive similarities and differences in the ideas of writers of various countries. The differences in expression are easily noted; the underlying motive is the great similarity in the emotions and needs of ordinary human beings, whatever their national origin.

There are 21 abstracts in the Study Guide. The following three are excerpted examples:

A COUNTRY BOY QUITS SCHOOL

The Chinese author Lu Hsun uses a short tale of a country boy learning to read to demonstrate the impossibility of forcing one culture upon another. The boy and his family were only confused by the reading textbook, since the stories and illustrations had no relationship to the reality of the family's life. When the boy asked, the teacher told him "...The book has only made these things up." The realization slowly dawned upon the young scholar that "...the book dealt only with make-believe things."

After reading about a tea party, the school children decided to get the necessary food items and have a tea party of their own. Their attempt to have such a party demonstrated the desire of children to emulate the pattern of life which is presented to them in school. Since the books were so expensive, and it was so important to learn to read from them, a tea party must be the thing to have. The plans for this party resulted in further humiliation for the young protagonist, but he resolved to "...study harder and to recover his lost prestige in the family."

As the boy learned more and more from the expensive text, his confusion grew. "...He did not realize that the source of his troubles lay in the textbook itself." The conflict was resolved when the boy left school and went to work on his father's farm. He was a part of his family's historic culture, and the culture presented in the textbook was of no relevance to him.

Through this short, witty story, Lu Hsun makes a strong statement about the fallacy of attempting to superimpose the culture of a supposedly "superior" or stronger people upon that which already exists in a nation. The mind of the small child becomes the battleground for the ideas of these two cultures, as the basis questions of what a mother looks like, how animals behave, and what persons constitute a family are garbled and confused for the child. It is no wonder that his family reject the concept of education for him and put him to work in the fields.

THE DEATH OF THE KNIFE-THROWER'S WIFE

In this story a judge is asked to decide whether a knife-thrower, Han, is guilty of the murder of his wife. That he killed her was obvious to all, since one of his knives went through her throat during a performance. The judgment in the trial hinges on the question of intention. If the killing was deliberate, Han is a murderer; if not he has committed involuntary manslaughter.

Testimony given in the trial describes the life of the couple. They had been married only eight months when Mrs. Han gave birth to a child. Mr. Han told everyone that the baby was premature, but really believed he was not the father. Since her cousin had urged Han to marry her, he assumed that the cousin had been the father of the child.

The baby was smothered by his mother's breasts, and Mrs. Han told her husband that it was an accident. Mr. Han felt that the baby's death was retribution for the mother's transgression. He had loved his wife when they were married, but the love turned to disillusionment had hatred.

Since the reader is never sure whether Mrs. Han deliberately killed her baby, she never becomes a sympathetic character. As a result, the reader is not strongly concerned about her death. She is used as the instrument for a discussion of guilt and innocence, of sin and retribution.

The question raised in this story is whether the desire to be rid of someone makes a person guilty if an accident occurs. Han says that he was literally aiming the knife "into space." Did it reach Mrs. Han's throat deliberately or accidentally? The reader is never sure, but the judge decides on a verdict of not guilty. The reader is left with the idea that understanding the vagaries of the human heart is a very complicated task.

KARMA

In every society there are those who feel superior to those around them, and think that this superiority will be recognized by others.

The dreadful facts of bigotry and prejudice are demonstrated on two levels in this story. Sir Mohan Lal is, in his own eyes, distinguished from those of his ethnic background, and he looks down upon other Indians, including his own wife. He is sure his superiority is apparent to everyone around him. But the drunken British soldiers recognize no aristocracy save that of skin, and to them he is a "nigger." His refined speech has no effect on these drunks.

That "pride goes before a fall" is made very clear when Sir Mohan is thrown bodily from the train in spite of his protest. He attempted to rise in the world and a very rude society has thrown him down. An additional humbling force is Lady Lal, his wife. She had accepted his superiority to herself, and her lower station in life. She is riding in the lower class carriage as her husband lay on the platform, after being thrown off the moving train. Quite by accident she spits on him, and our author provides a symbolic response to her husband's previous treatment of her.

This story makes a statement about prejudice and colonialism. The lowliest members of a conquering nation felt they had the right to treat with disdain and cruelty the more important and accomped individuals in a conquered nation.

Sir Mohan was but one link in the chain of cruelty and prejudice in this story. He was discriminated against and treated badly by the British soldiers, as he had, in his turn, treated his wife in the same way.

COURSE OBJECTIVE: The objective of this course is to enable students to understand the structure of the short story and the ways in which this literary genre contributes to an understanding of the human condition.

LIST OF UNIT TITLES:

STRUCTURAL UNITS	THEMATIC UNITS
Plot	Aggression and Violence
Characterization	Alienation and Involvement
Point of View	The Nature of Man
Symbolism	Society and the Individual
Theme	Values of Man and Society
	The Reality of Death
	Initiation and Discovery
	Between Man and Woman

TEXTBOOKS

FICTION 100 by James H. Pickering, New York, Macmillan Publishing Co.

THE SHORT STORY: A CONTEMPORARY LOOKING GLASS by Elliott L. Smith and Andrew W. Hart. New York, Random House, Inc., 1981

A TREASURY OF MODERN ASIAN STORIES ed. by Daniel L. Milton and William Clifford. New York, Plume book from New American Library, 1961.

UNIT ONE: PLOT

UNIT OBJECTIVE: Students will understand and analyze the structure of the plot as used in the short story.

SPECIFIC LEARNING OBJECTIVES:

Students will: understand the structure of the short story plot

be able to complete an independent analysis of the structure of the short story

be able to discuss the plot structure, either orally or in wtiting

demonstrate their understanding of the ways in which the structure used by the author enhances the thematic content of the story

SUGGESTED SHORT STORIES (WITH POSSIBLE THEMATIC TOPICS)

The Necklace	Values of Man and Society
the Most Dangerous Game	Fear and Danger
The Open Window	The Nature of Man
The Man That Corrupted Hadleyburg	The Nature of Man
A Summer Tragedy	The Reality of Death
Under The Yoke	The Nature of Man

UNIT TWO CHARACTERIZATION

UNIT OBJECTIVE: Students will understand the variety of characters and their uses in the short story.

SPECIFIC LEARNING OBJECTIVES:

Students will: learn the various types of characters used in short stories

understand the nature of sympathetic and unsympathetic characters

analyze the ways in which the various characterizations contribute to the theme of the short story

POSSIBLE SHORT STORIES

The Chrysanthemums	Alienation and Involvement
Gimpel the Fool	Society and the Individual
The Secret Life of Walter Mitty	Men and Women

POSSIBLE SHORT STORIES

Uncle Mitwalli	Brotherhood and Responsibility
Big Blonde	Between Man and Woman
The Dry Rock	Brotherhood and Responsibility

UNIT THREE POINT OF VIEW

UNIT OBJECTIVE: The students will understand the various points of view used in the short story genre, and the effect of each upon the story.

SPECIFIC LEARNING OBJECTIVES:

Students will: learn the various points of view used by authors of short stories

understand the ways a specific point of view contributes to the effect and content of a short story

understand the effect a different point of view would have upon a specific short story

POSSIBLE SHORT STORIES

The Adventure of the Speckled Band	Society and The Individual
The Cask of Amontillado	Aggression and Violence
A Tree, A Rock, A Cloud	Initiation and Discovery
But The One on the Right	Society and The Individual
We're Very Poor	Values of Man and Society

UNIT FOUR SYMBOLISM

UNIT OBJECTIVE: The student will learn to identify symbols used in short stories and will understand the abstractions they represent.

SPECIFIC LEARNING OBJECTIVES:

Students will: become aware of the use of symbols in short stories

analyze the variety of abstractions which could be represented by a given symbol

be able to provide additional abstractions, in addition to those used by an author of a specific story, for a given symbol.

POSSIBLE SHORT STORIES

The Balloon	Society and The Individual
The Rocking-Horse Winner	Values of Man and Society

POSSIBLE SHORT STORIES

Young Goodman Brown	The Nature of Man
The Japanese Quince	Alienation and Involvement
Flying Home	Brotherhood and Responsibility
Eyes	Love and Responsibility
August 2002: Night Meeting	Alienation and Involvement

UNIT FIVE THEME

UNIT OBJECTIVE: The student will understand the use of theme in the short story genre.

SPECIFIC LEARNING OBJECTIVES:

Students will: recognize the theme or themes in each story studied

understand the way in which the theme is presented through the use of the various structural elements

demonstrate their ability to discuss, either in writing or orally, the relationship among the themes of the various short stories

POSSIBLE SHORT STORIES

Arby	Initiation and Discovery
My Kinsman, Major Molineaux	Society and The Individual
The Man That Corrupted Hadleyburg	Values of Man and Society
First Confession	Initiation and Discovery
Guests of the Nation	Aggression and Violence
Patriotism	Man and Society

SOCIAL PROBLEMS

Elizabeth Nick

COURSE DESCRIPTION: Study of the social and cultural aspects, incidence and characteristics of selected social problems from an intercultural/international approach.
Meets area 3 and 8AA degree general education requirements.

COURSE OBJECTIVE: To know and understand the social and cultural aspects of selected social problems from an intercultural/international approach.

UNIT TITLES:

Unit 1: The Sociological Perspective Towards Social Problems
Unit 2: The Global Environment
Unit 3: World Population Pressures
Unit 4: The Economy and Multinational Corporations
Unit 5: Violence and International Conflict
Unit 6: Urban Problems in a Changing World
Unit 7: Technology and the Workplace
Unit 8: Proverty
Unit 9: Crime and Criminals
Unit 10: Inequality: Racial and Ethnic Minorities
Unit 11: Inequality: Age and Gender
Unit 12: Family and kinship Problems
Unit 13: Variations of Sexual Behavior
Unit 14: Physical Illness and Health Care
Unit 15: Mental Disorders
Unit 16: Use and Abuse of Drugs

UNIT OBJECTIVE: See following sheets

SPECIFIC LEARNING OBJECTIVES: See following sheets

BASIC TEXTBOOK: Social Problems by Michael S. Bassis, Richard J. Gelles, and Ann Levine. New York: Harcourt, Brace, Jovanovich, Inc. 1982 (Also Study Guide)

SUGGESTED BOOKS: Japan Today by Kenneth A. Grossberg (edited) Philadelphia, Pennsylvania: Institute for the Study of Human Issues, 1981.

SPECIAL STUDENT PROJECTS: Mid-Term and Final Exams, Research Paper, Intercultural Perspective Short Reports, Films and Articles

UNIT 1: THE SOCIOLOGICAL PERSPECTIVE TOWARDS SOCIAL PROBLEMS

UNIT OBJECTIVE: To understand the sociological explanations of social problems.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Learn the definitions of social problems.
2. Know how social problems are defined by various cultures.
3. Learn the three theoretical sociological approaches to studying social problems: structural-functionalism, conflict, and symbolic interaction.
4. Know the sociological explanations of deviance; labeling, differential association, and social disorganization.
5. Know that many social problems of societies are interrelated.

UNIT 2: THE GLOBAL ENVIRONMENT

UNIT OBJECTIVE: To gain an understanding and knowledge of how environmental problems are part of a global system.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Learn the concept ecosystem
2. Learn how air and water pollution affect both plant and aminal life.
3. Understand the process of land exploitation and despoliation that is occuring throughout the world.
4. Understand the problem of the disposal of waste materials, especially radioactive waste materials.
5. Learn the sources of worldwide energy resources and of the depletion of such resources.

UNIT 3: WORLD POPULATION PRESSURES

UNIT OBJECTIVE: Understand the effects of world population growth, and the attitudes towards population control.

LEARNING OBJECTIVE: The student will acquire the ability to:

1. Learn the concept demography.
2. Understand the concept of overpopulation and the concept of global malnutrition.
3. Learn the demographic transition theory and how the theory may or may not be applied to Third World countries.
4. Learn the various population policies that exist in the United States, USSR, China, and Japan.
5. Learn the basic methods of population control that may be used by governments: family planning, incentives, and coercion.

UNIT 4: THE ECONOMY AND MULTINATIONAL CORPORATIONS

UNIT OBJECTIVE: Understand the political and economic power held by multinational corporations.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Define multinational corporations and learn the political and economic power held by such corporations.
2. Learn Weber's model of bureaucracy and the problems associated with modern bureaucracies.

3. Understand the global impact of multinational corporations on society.
4. Evaluate the impact of multinational corportations on living standards and the environment.
5. Understand how it is possible that multinational corporations can be above governmental regulation.

UNIT 5: VIOLENCE AND INTERNATIONAL CONFLICT

UNIT OBJECTIVE: Understand that levels of violence vary in societies and know the effects of international conflict and violence on societies.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Define international conflict and violence.
2. Describe how competition for limited resources brings about conflict.
3. Identify conflicts of cultural values among countries.
4. Explain the importance of a global perspective in averting international conflict.
5. Understand how a culture teaches its members to accept violence as a means of settling conflicts.

UNIT 6: URBAN PROBLEMS IN A CHANGING WORLD

UNIT OBJECTIVE: Understand the process of urbanization from a global view, and the problems that occur in such a process.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Define the terms urban growth, megalopolis, suburb, and SMSA (Standard Metropolitan Statistical Ares).
2. Explain the process of urban growth in the United States.
3. Know how urban growth in areas of the world may cause social and economic problems.
4. Know the types of problems caused by population movements.
5. Know the major urban areas of the world today.

UNIT 7: TECHNOLOGY AND THE WORKPLACE

UNIT OBJECTIVE: Understand the types of work that exist worldwide, and know the social problems that exist in the workplace using modern technology.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Learn the term "global factory" as proposed by Barnet and how it affects workers in the United States.
2. Describe how the service economy affects the meaning of work.
3. Understand how various cultures view work and the type of work that exists.
4. Learn the concept of job alienation, and how it affects both white and blue collar workers.

5. Understand how and why unemployment is affected by international and domestic developments.
6. Understand how and why the workplace is changing.
7. Identify sources of accidents and disease at the workplace.
8. Know the impact of new technology on the worker and the family.

UNIT 8: POVERTY

UNIT OBJECTIVE: Understand why poverty exists in the United States and other countries and know the types of social problems that exist.

LEARNING OBJECTIVES: The student will acuqire the ability to:

1. Define poverty and how it is measured.
2. Understand how poverty is defined by various cultures.
3. Identify the segments of the population who are poor in the United States and in specific areas of the world such as Japan and Mexico.
4. Evaluate and contrast the culture of poverty theory and the functional theory.
5. Understand why poverty is not eliminated.
6. Understand how poverty affects the life chances of individuals and societies.

UNIT 9: CRIME AND CRIMINALS

UNIT OBJECTIVE: Understand what constitutes a crime in selected societies and that social class is associated with various types of crime.

LEARNING OBJECTIVES: The student will acquire the abilty to:

1. Know that crime is defined by each culture and that what constitutes a crime varies from time to time and from country to country.
2. Learn the psychological, biological, and sociological theories that explain why crime occurs.
3. Know how crime is reported in the United States.
4. Know that crime is correlated with sex, race, and social class.
5. Identify countries that have a low crime rate and learn why the rate is low.
6. Learn how the United States and selected countries punish criminals.
7. Understand the difference between white collar crime and street crime, between organized crime and victimless crime.

UNIT 10: INEQALITY: RACIAL AND ETHNIC MINORITIES

UNIT OBJECTIVE: Understand that inequality exists in many areas of the world because of different races and ethnic minorities and how people perceive that there is a difference in status.

LEARNING OBJECTIVES: The student will acquire the ability to;

1. Define inequality, race, and ethnic minority.
2. Learn the term "ethnocentrism."
3. Know the roots of racism from an international perspective.
4. Understand how racial and ethnic inequality can be maintained in a culture through prejudice and discrimination.
5. Know the difference betweem institutionalize racism and individual racism.
6. Learn the consequences of prejudice and discrimination on individuals and the society itself.

UNIT 11: INEQUALITY: AGE AND GENDER

UNIT OBJECTIVE: Understand that sex roles and inequality are defined by the culture and how age may be used as the basis for discrimination.

LEARNING OBJECTIVES: The student will acquire the ability to;

1. Define sex, gender, sexism, and agism.
2. Understand that sex roles and gender are defined by the culture.
3. Know the sources of sexism in the United States and compare them with those in Japan.
4. Understand how the law and the workplace have institutionalized.
5. Understand why traditional sex roles are being questioned in the United States and other industrialized nations.
6. Learn how various cultures view the elderly.
7. Define retirement and know that in some cultures there is no formalized social structure for retirement.
8. Learn why older people have become a social problem in the United States and in other industrialized countries.

UNIT 12: FAMILY AND KINSHIP PROBLEMS

UNIT OBJECTIVE: Understand the basis for family and kinship problems in the United States and in selected cultures, and why the family structure changes as society changes.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Define the terms "family", "kinship", "nuclear family" and "extended family."
2. Understand the basis of divorce in selected countries and the increase in divorce rates.
3. Examine the causes of family violence.
4. Know the studies concerning family violence by M. Strauss, R. Geldes, and S. Steinmetz.
5. Examine the family structure in the United States and Japan in regards to family violence.

6. Understand how family structures change as societies change.

UNIT 13: VARIATIONS OF SEXUAL BEHAVIOR

UNIT OBJECTIVE: Understand the variation in human sexual behavior from a worldwide perspective.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Understand that acceptable and nonacceptable sexual behavior is defined by the culture.
2. Know that many sexual skills and preferences are a result of social learning and not instinct.
3. Understand how sexual norms may change within a society.
4. Know how sexual problems in marriage are social in origin.
5. Define pornography and know some of the major conclusions of studies in the United States and Denmark.
6. Define homosexuality and compare various cultures' attitues.
7. Define prostitution and compare various cultures' attitudes towards male and female prostitution.
8. Know that all cultures have the incest taboo.
9. Learn how incest affects the individual and the society.

UNIT 14: PHYSICAL ILLNESS AND HEALTH CARE

UNIT OBJECTIVE: Understand how various cultures define physical illness and the structure of health care.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Compare the health care systems of the United States and England.
2. Understand why some people have very little or no health care.
3. Know that the cost of health care in the United States is based upon hospital costs, doctor fees, and health insurance.
4. Know the impact of modern health care on Third World countries.
5. Know how various cultures treat physical illness and why it becomes a problem when treated outside the culture.
6. Compare health care in the United States and China.
7. Understand the concept of preventive medicine.
8. Understand how in the United States quality of health care depends on money.

UNIT 15: MENTAL DISORDERS

UNIT OBJECTIVE: Understand how selected societies define and treat mental disorders.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Know the major classifications of mental disorders in the United States
2. Learn the classifications of mental disorders of selected societies.

3. Understand the relationship between social structure and mental disorders.
4. Know the arguments regarding the causes of mental illness proposed by T. Scheff and R. Szasz.
5. Understand the explanation of mental illness as proposed by both the psychological and sociological approach.
6. Identify types of mental illness associated with various social classes.

UNIT 16: USE AND ABUSE OF DRUGS

UNIT OBJECTIVE: Understand what constitutes a drug, how and why drugs are defined as legal or illegal, and the effect of drug use on individuals and the society.

LEARNING OBJECTIVES: The student will acquire the ability to:

1. Know the difference between legal and illegal drugs in the United States.
2. Understand how selected countries define which drugs are legal and which are illegal.
3. Know how drug use varies in the United States according to social class.
4. Understand the basis of the use and abuse of drugs in the United States.
5. Understand the consequences for individuals and the society in the abuse of drugs.
6. Understand how illegal drugs are a part of "big business" on both a national and international basis.

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IMPORT/EXPORT COURSE

Andreas Papademetriou

DEVELOPMENT STAGES:

I. Selling to United States 'For Export'

II. Mfg. Respond Direct Inquiries
Occasional Shipments Overseas
Some Knowledge - Foreign Payments

III. Regular Shipments Abroad

Establish Marketing Team:
Agents - Distrigutors - Dealers
Export Department
Using EMC (Export Management Company)

Four Ways to Boost Profits:

1. XP mean additional customers
2. You offer growing market opportunities when United States sales off
3. Exports extend product life
4. Buffer against seasonal business
   Lengthen production schedules

General Rule: Successful in United States? Sucessful abroad but some products limited potential (wooden pallets to timber countries)

XP no cure for problem products

Energy - Determination - Hard Work - Advance Planning

Minorities expertise - Second language knowledge of country, customs, needs but: capital, business know-how, access to product

Hidden XPT Market: Your own backyard

1. Foreign tourists buying United States products
2. United States gifts to friends/relatives overseas
3. Wholesalers/distributors = exporters
4. Used clothing, machinery, construction equipment
5. United States construction company finished job - sells equipment
6. Your product - United States manufacturer- he incorporates/ exports

1975-$100 billion XPTB - 100 countries
30 billion bought by customers in United States

Examples:

1. Chicago commodity broker buys grain for Russia
2. Prefab home builder buys components for homes to be assembled in Middle East
3. Engineering/construction United States firm buys equipment for refinery/plant/town/ - builds abroad
4. United States Military Post exchange (PX) orders construction goods
5. United States branch of Japanese trading firm buying here

Payments for above: Like Domestic sales

REF Page 6-7 for 11 - Segment export buying

Advantages: Local terms - paid in dollars (in advance?)
Ship local - No XP documentation
Tap market with domestic marketing organization

Sources to identify firms with international affiliate

1. Fortune double 500 directory
2. Directory of United States firms operating in foreign countries - World Trade Academy Press
3. United States Business Directories: Moody's Index Thomas Register, Standard and Poor's Dun and Bradstreet's Million Dollar Directory

Write - specific head of department - describe product

PIGGYBACKING - Another manfacturing XPT - your product with his own - See examples page 12

1. XPTS can be increased with little additional
2. More complete line

Price: Lower than best distributor
Additional time to pay, due to foreign term

Arrangements: Contract, letter of understanding

Finding: Search your own industry

Contact you Industries Trade Association)
Read: Encyclopedia of Association)

Contact Trade Magazines)
Read: Business Magazines Rate & Data)

United States Department of Commerce - Miami

Contacting--Letter: Describe product line, partial customer list, reliability evidence, describe method of United States sales

You should know: What product they now export, how your product will be promoted, type of distribution used, and export pricing policies

Others manufacturing piggybacking with them)
Find if they are happy)

DEVELOPING YOUR OWN EXPERTISE

Handling inquires, quotations, shipping and payments

Identifying sales prospects in foreign markets and getting someone to sell for you

Develop an export momentum

How Foreigners Hear About You:

Your name in United States Buyer's Guide Directory
Your ad in Magazines with foreign circul
Your product already abroad - tourist, student

Inquiries - English - Foreign Language

Foreign: File it - not serious or
Answer it in English or
Send it back requesting English
Translate it

What Kind of Inquries

To use, buy, represent or to know about product/delivery/shipcosts

ADVICE: Don't sell to would be enterprisers, poorly financed firms, unless: cash-in-advance or C.O.D. You may loose some business but not any money!

Establish a Policy

Reply to all, except those not turning-up business
State your export policies
Tell them you are new
Enclose information on your project
Set-up file "Foreign Correspondence"
Future 'live' prospects

Write airmail - if P.O. Box shown - sent to P.O. Box (delivery unreliable)

"Easy to sell" - inquiry

It is in English, it asks for price and delivery information, calls for shipment to United States location, indicates you will be paid from United States account

You reply: in English

Quoting C.I.F. United States location
ASking payment with order
If payment C.O.D.; get to know their credit rating

Analyze letter:

Typed? Okay!, Handwritten? No.
Business letterhead? If not, reject it
Telex cable, office address?
Bank references?

Firm name: Incoroporated? Equivalents

Canada, U.K. = LTD
Germany, Austria, = AG
France, Italy, Spain, Portugal, Latin America = SA
Swenden = AB
Japan = KK

Cable address:

Sophisticated
10-letter code address - use it!

Telex Address:

Indicates internationality, experience - if not, unable to take delivery in United States

Other information:

Founding date
Branches
Affiliates

Banks
Representations

Checking: eliminate by analysis, above

Call (202) 377-2000, ask for WTDR section
World Traders Data Report of Bureau of International Commerce
If they say 'yes' = okay
If not on file = caution
if not on file you may request report

Other Sources:

Fortune's 300 largest industry firms outside United States library - may be slow payers

Jane's major companies of Europe - by industry - details: exports plants, ann. sales

Dun and Bradstreet's principal International Business and "Exports Encyclopedia" (Over 45,000 firms in key areas)

Boucher LTD: Europe's 5,000 largest companies (manufactures, importers, exporters)

Bottin International Industrial Product Directory

WTDR - Washington-section United States Department of Commerce
Washington D.C. 20230

Foreign Embassies - Washington

Thomas Register BNA - International Trade Reporter
(Exporter Shipping Manual)

Prepare Proforma: Include customers name, address, his letter's
Ref. no. and date. brief good description
Terms of sale - cash in advance? C.O.D.?
Firm prices, until....

Proforma necessary in some countries to obtain import license

Deep good records: Alphabetically by country, then by customer
82-11 (year, number of quotation)
Follow-up, - some are lost

Agreement: Set time - don't get stuck
Check pricina structure
Ask for exclusivity
Countries covered

EMC Can you handle export specialized details?
Have money/personnel to develop United States for XPT?
Have money/personnel to sell directly abroad
Busy? Cannot spare time?
If 'no' to all above turn to EMC (Export Management Company)

What is it? Independent firm, specilaizing foreign markets
Representing non-competitive manufacturing
Some: represent all lines, not always
Some: act as agents, in the name of manufactures
who is called 'principal' or 'the factory'
Manufacture bears risk of non-payment
Manufacture extends credit
Manufacture set final price (EML suggests)

Some: Act as distributors: Buy/sell at set prices or buy/sell
arrangement - EMC sets price time

EMC Sizes

Reference page 148 - list sizes-examples

Advantages: Ability to handle detail: inquiries
quotations
orders
shipping
payments

Ability to establish strong network: agents) Change
Distributors) Them

Experts on conditions abroad - first hand experience
appraise market conditions

Limitations: Small, no financial resources - no strong views, no financing
Focus on profitable lines, overlook new not selling
Canada (consider domestic)
Yet Canada = Vast market

Charges: Commission basis 10% consumer goods
15% industrial products

As distributors: United States best discount plus
extra discount - usually 15% plus

Special events contributions for trade shows - either 50-50, or 1/3, 1/3, 1/3 - if foreign agent involved

Retainer: unusual only to establish new line

Extra discounts justified? EMC bears following:

Commissions/special discount to foreign agent
Cost of running XPT business: Tel, Tx, Cable Post, Personnel
Promotion costs not shared by factories
Quoting, entering orders, applying licences
Foreign travel (extensive)

EMC - Do not benefit from domestic promotions, show

Sum up: Justified, efficiency, no cash flow problems

EMC - Should you use one?

Four Advantages

1. Export sales come quicker - EMC have already network and customers.
   If product compliments other, immediate sales on your own.
   It would take a long time, effort, money to set up

2. Out-of-pocket expenses less:

   Handling export transactions
   Identifying your best foreign markets
   Setting up distribution
   All of above could be eliminated
   Your only 'cost' the extra discount and the agreed upon sharing of other expenses

3. EMC has the time

Even if you do have financial resources
For in-house export effort, may not have time for it, due to other priorities
EMC spends 100% of his time to develop and maintain exports

4. You learn from a pro!

No better export practioner
Prepare yourself - for eventually your own export office by observing how EMC operates (EMS loose principals due to above)

Disadvantages Compare: Distribute United States company salesman

1. Loss of control over sales

Dependent on EMC. Take his word. Overcome by overseeing his efforts, demand frequent performance reviews

2. Some EMC'S agents may be handling competitive products
Good EMC will develop additional contacts

3. Foreign buyers reluctant deal with EMC'S (claim 'higher prices' - you can set selling price equal domestic plus export shipping costs

4. In a highly competitive market, the additional cost of EMC drives your product out, especially where buy/well relationship

5. Your product 'lost' among too many lines
If EMC handling variety, established 'bread/butter' series, neglect others

Finding an EMS

Not easy - independent - no publicity - regional list EMS with experience, your line or relevant narrow to 1 or 2. They look for new lines, but they are selective. Won't handle something that does not sell or with not your firm's back-up support.

Best Sources

Regional associations: Write, include leaflets. They circulate, You will be contacted (hopefully)

Ask for membership lists - contact

Femco: National Federation of EMC

Other Sources (not all EMC members of associations)

Your Trade Association - they know, some are members

Trade Publications - marketing magazines - know EMC in your products field
Two good ones:
Export - 386 Park Ave. South. New York,
NY 10016
Reportero Industrial - 10 Cutter Mill Road
Great Neck NY 11021

United States Department of Commerce = District Office (Miami) will gladly give you names in their area but: better EMC may be located in other areas, unknown to your district. You don't need EMC same city or close by. Important: Find EMC knowledgeable in your product field not geography

Washington Officials: Department of Commerce, Department of Agriculture, knowledgeabel, vast information resources

Write: Agricultural: Foreign Agricultural Service
United States Department of Agriculture
Washington, D.C. 20230

Manufactured: Bureau of International Commerce
United States Department of Commerce
Washington, F.C. 20230

Others in Export Community: Banks, freight forwarders, experienced exporters

Directory of United States EMC: Published by United States Department of Commerce. Unfortunately, too many listed, some not EMC truly but export merchants. However: Lists by area specialization, so useful! Write: Superintendent of Documents
Governmnet Printing Office
Washington, D.C. 20402

Food and Agricultural Directory

Food, farm and dairy products. Comprehensive EMC list free copy. Write: Foreign Agriculture Service
United States Department of Agriculture
Washington, D.C. 21250

Contacting EMC

Narrow list to three (3). Letter, phone call and personal visit

Key points in initial letter

Make known your interest in an EMC
Describe your products. Enclose quality catalogs, price lists
Identify your important United States market segments
List typical customers
Describe your company

Indicate previous export experience
Mention inquiries from abroad
Ask about EMC'S activities
Particularly ask for their firm's description; how he is organized, lines handled; principles represented

While looking for an EMC, he may be looking for you

Most EMC'S constantly on the look for new lines
Reason: If they do top job for manufacture, they set-up in-house export department
EMC executives visit trade exhibitions, looking for new products
Receive/use direct mail
Important: List your firm and products in buyer guide product directories

Sum Up:

EMC offers many advantages
Disadvantages may be overcome
Over 1,000 - not easily identifiable
Work on your list - to come with the right one

Selecting an EMC: Narrowing your list

1. Are EMC"S other lines compatible with yours/
2. Which manufacture does he represent?
3. Eliminate those representing competition
4. What are his sales figures?
5. Who will actually sell your product? Talk with him; how often he travels? Find out his sales and export experience
6. What method does EMC favor in dealing with manufacturer? Buy/well, commission
7. What pricing, financial support do they require?
8. What are their major markets?

Dealing with Canada, Puerto Rico, Mexico? (Canada Top)

Where to get the information

Develop background information from:

1. EMC itself, thru his letter replies and telephone calls
2. Its principals - talk = references - never select an EMC without checking at least two of his manufactures
3. Other sources - bank - distribute office (Miami?), Department of Commerce or city of their headquarters

What the EMC wants to know

He doesn't waste time checking your company

1. Will your products sell abroad? They will send your literature to their agents for evaluation

2. Will you support their effort? i.e.:
   a. Meeting shipping deadlines
   b. Filling orders promptly
   c. Provide adequate promotional material
   d. Make emergency shipments

Negotiating Agreement with EMC

Face-to-face meeting - Key items:

1. At what price of commission do you sell?

   He will probably ask for higher discount rate
   Discuss prices thoroughly - 3 points:
   a. EMC may not need a large break as asked
   b. EMC may be able to sell higher than United States price so it will cover needs of both
   c. You may be able to meet his request and make profit. Don't give additional discount and loose money!

2. Sales Territories

   Majority EMC demand exclusivity all markets they exclude Canada
   Don't give-in, - if not in a market, reserve it for other
   a. Will undertake (or you) selling United States export buyers?
   b. What your obligations to EMC when selling to a United States customer of yours knowingly for export?

3. Length of agreement

   EMC usually asks 2-3 years, exclusivity

4. Exclusions

   Your selling to United States based exports. Doubtful accept your direct basis old customers abroad

5. EMC'S Obligations

   Tie him down - kind of promotion - amount of travel
   Sales objectives - projections - measurable performance

6. Your obligations

   What does he expect from you?
   Samples - how many?
   Special adaptations? (60 Hz - 50 Hz)
   Money? To introduce product
   Special activities
   Retainer basis

7. Formal or informal arrangement?

If both agree, try 6-12 months, but EMC not much enthusiastic, formal - 3 years - standard forms - review one-ask for changes, seal loopholes, vagueness

Make it work

Don't forget your EMC

Manage - it's your export department - like domestic
a. Help it plan
b. Give it back-up support
c. measure its performance

Demand a plan - even simple - one year projection. It will help you measure/compare performance/results

Support your EMC

Put him in your customers mail list, to receive:
a. new sales catalogue
b. new products
c. pricing/discount policy change
d. sales tips
e. personnel changes affecting him

Invite his personnel to visit your factory for product training (a must)
Help train
Take foreign trips with EMC people
Invite EMC to annual sales meeting
Visit EMC - make him feel wanted
Treat him as part of your team

Checking his performance

Ask for periodic reports
Compare against forecasts
Visit EMC - spend time with actual activity, people
Ask what did ti do to launch your product

Terminating relationship

When you are unhappy with EMC performance, make sure his poor performance is not reflection of yours
When EMC unhappy with your product
Non-competitive pricing, inappropriateness for export
When you want your own in-house export department

When you should export on your own?

When you are certain it will be profitable - continous
Consider: EMC'S annual sales, extra discount he gets

Example: Your EMC'S export $300,000 of your product

Assume he gets a 15% "extra" discount
Thus, your "cost' of using EMC = $45,000.
Compare this cost of what it would cost you to start on your own.

Consider: Some loss due to change
Some gains due to more vigorous pursuit

Sum-up: Successful ongoing relationship with EMC depends:
Your fulfilling your management responsibilities
(Plan-simple - Sales forecasts - Sales records)

Support as much as your domestic market

FOREIGN ECONOMIC TRENDS

Source: USDOC/ITA Superintendent of Documents, GPO, Washington, D.C. 20402; annual subscription $55. - single copies, $1.50, available from Publications Sales Branch, Room 1617, USDOC, Washington, D.C. 20230. Semiannual

Each booklet deals solely with one country, focusing on:

Key economic indicators (natural accounts, industrial indicators, money & prices, balance of payments)

Economic Policy (interest rates, control of them, exchange rate policy, fiscal policy)
Industry, Wages/Unemployment, Minerals, Energy, Imports Policy, Investments policy

OVERSEAS BUSINESS REPORTS

Source: USDOC/ITA Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 also, single copies from Publication Distribution, Room 1617, U.S.D.O.C. Washington, D.C. 20230

Focuses on one country: Foreign Trade Outlook, economy, best export prospects/equipment, trade regulations, transportation, communications, electricity, advertising/market research, credit, taxation, labor, guidance for business travelers, sources of economical and commercial information, market profile, map of country, bibliography

WORLD TRADERS DATA REPORTS

Provides information on foreign companies, including financial references on individual firms.

A report includes: Background information on the organization; year establised; number of eimplyees; sales area; type of operation; products handled; name of contact officer;

general reputation in trade and finance circles; names of foreign firms company represents; a United States Embassy Commercial Officer's comment on the firms suitablity as a trade contact.

Request a WTDR form ITA--431. Complete it and send with $40.00 to USDOC/ITA, WTRD, Room 1033, Washington, D.C. 20230 - Not available on: USA, USSR, ISSR Block, Puerto Rico

INTERNATIONAL MARKETING

Paul Ricker

This course examines basic marketing principles as they relate to Business in an international setting. Emphasis is placed on the role of the international marketing manager in the development of marketing strategies for a variety of markets in diverse cultural and economic situations. Students will gain insight into the decision-making process in the areas of foreign market analysis, target market identification, product planning, promotion, and channels of distribution. Meets area 8 AA degree general education requirements.

UNIT TITLE THE GLOBAL MARKETPLACE

1. Overview of International Marketing

Topics: nature of international trade, the marketing concept, United States role in international marketing, multinational corporations

2. International Trade and Economic Concepts

Topics: market-directed vs. centrally planned systems, economic well-being, balance of payments, absolute and comparative cost advantage, market protection, trade barriers, GATT, IMF

UNIT TITLE WORLD MARKETING ENVIRONMENTS

3. World Geography in Brief

Topics: trading regions - Caribbean, Latin America, Europe, Middle East, Africa, Far East; nations; major ports; trading routes

4. Foreign Societies and Culture

Topics: cultural knowledge, cross-cultural analysis, customs, language, business practices, heritage, attitudes and values

5. The Political and Legal Environments

Topics: types of governments, nationalism, risks, jurisdiction, United States law and regulatory agencies, commercial law of foreign governments, international conventions, treaties

UNIT TITLE INTERNATIONAL MARKETING STRATEGY - PART ONE

6. The Strategic Planning Process

Topics: company resources and objectives, long-term planning, the planning process, organizational structures, international licensing, market entry strategies

7. Foreign Market Analysis and Marketing Research

Topics: nature of international marketing research, research process, research techniques, estimation of demand, marketing opportunity analysis, sources of foreign market information

8. Target Market Identification

Topics: foreign consumer and industrial markets, market segmentation; tarket marketing philosophy, bases of segmentation, social stratification, economic classification of nations, subsistence economies, raw-material-exporting economies, industrializing economies, industrial economies

UNIT TITLE INTERNATIONAL MARKETING STRATEGY - PART TWO

9. Consumer and Industrial Products for Export

Topics: classification of goods, product life cycle and its relation to foreign market acceptance, product adaptation, product liability, warranty, legal restriction, intangibles

10. Product Line Management

Topics: new product introduction, packaging, branding, labeling, legislation

11. International Marketing Channels

Topics: managing foreign distribution, types of international marketing intermediaries, resident buyers, agents and distributors, indirect exporting, direct exporting, foreign manufacturing

12. Export Trade Logistics

Topics: United States export and import restriction, foreign-trade zones, export documents, freight forwarders, United States customs, bills of lading, letters of credit, cargo handling, insurance, modes of transportation, physical distribution costs and customer service level

13. Promotion in an International Setting

Topics: communicating to foreign markets, promotional mix, advertising strategies, communication problems and barriers, media, cultural misunderstanding, major marketing communication blunders

14. Sales Promotion and Trade Missions

Topics: trade fairs, exhibitions, United States Department of Commerce assistance, state governmental agency assistance, trade missions, public relations, barter and countertrade, the role of personal selling

15. Pricing in World Markets

Topics: pricing policies and objectives, establishing the export price, price quotations, taxes and tariffs, foreign currency exchange, exchange rate fluctuation, transfer pricing, competition, administered pricing, governmental intervention and regulation

16. Coordination and Control of International Marketing

Topics: financing world marketing, international payments, control as a tool of marketing, channel control, price control, profit measurement, management systems

FINANCE OF INTERNATIONAL TRADE

John Strudwick

CATALOG DESCRIPTION:

A general survey of international trade, transportation modes, cargo insurance and a review of special terminology. Explanation and description of the various terms of sale used in overseas transactions. Export pricing and quotations. Working with foreign exchange. Export/Import documentation and procedures. International payments and collections. Documentary credits. Major sources of bank finance of international trade. Alternative financing techniques.

COURSE OVERVIEW:

The course is designed to provide the students intending to embark on a career in international business with the basic skills necessary for entry level positions in this field, where a good working knowledge of this course material would be necessary.

Emphasis is placed on the monetary and financial aspects of international business transaction, in order to achieve profit maximization for the firm. The material presented compliments that offered in the other courses comprising of the international business major, with minimum overlapping, in order to provide a well-rounded instructional program.

A general historic review and a survey of current development in international trade, transportation and cargo insurance is given the student to provide him with the background knowledge needed to properly understand the significance of the activities to be covered in subsequent course modules.

The main thrust of the course is to make the student aware of the importance of finance to the successful outcome of any international business activity, since, if this aspect of a transaction is not handled efficiently, the success of any business venture is in jeopardy.

In order to achieve the objective cited above, it is important that the student thoroughly understand the correct use of the specialized terminology used in international business, and in particular, those terms common in financial circles. Therefore, immediately after the introductory module, a module is exclusively devoted to terminology, so that subsequent modules can be taught with the minimum of disruption needed to explain basic international business language.

Some time is then spent in explaining, in considerable detail the various internationally understood terms and conditions of sale and on which contracts for the sale of goods are based. Then, the matter of effective pricing for export is dealt with, in a practical manner, using actual examples to make the instruction as realistic as possible.

Foreign exchange is handled from the point of view of the international department of the bank as well as the exporter or importer, and how "hedging" can be used as a means of avoiding loss.

Several modules will cover both export and import documentation requirements, so that the student will acquire sufficient familiarity with this material, to enable him to feel completely at ease when confronted with real-life work situations.

A knowledge of the specialized documents used in export and import transactions, together with the procedures to be followed, is expected by all employers; therefore, emphasis is placed on these modules.

Further course modules will cover, in some depth, the various methods employed to effect payment in international transactions. The advantages and disadvantages of these payment methods are discussed in the light of different sets of circumstances.

Because of the widespread use of the documentary credit in foreign trade, this payment method will be discussed in greater detail than the other modes of payment covered in the course. Wherever possible a guest speaker from a local bank having international dealings should be invited to address the class on this subject, in order to provide the student with exposure to someone actively engaged in working with documentary credits.

The major sources of bank finance for exporters and importers are given some emphasis, and the merits and drawbacks of the many types of finance offered by commercial banks are the subject of one or more course modules.

Alternative sources of finance for international trade both private and governmental are covered so that the entire range of financing options is included in the course.

The various international financing bodies, e.g. the World Bank, the Interamerican Development Bank, the International Monetary Fund, etc. are described and their functions explained, so that the student is made aware of the many institutions active in the international financing field that have an important influence on the actions of all engaged in foreign trade.

The Finance of International Trade course, together with The Environment of International Business, International Marketing and Comparative Economic Systems are the four courses comprising the International Business major of the Associate of Science in Business Degree to be offered in the Fall, 1983 semester.

Of the above four courses, Finance of International Trade is probably the most practical, in that the skills taught are those most in demand by local employers, based on the response to the Broward Community College survey conducted among Broward County businesses in the Spring of 1982. For this reason, the course must be taught in as realistic and practical a manner as possible, and perhaps visits to local firms engaged in export and import can be arranged to amplify classroom instruction.

It is envisioned that students interested in taking this course, and the other courses offered in the International Business program, will be in their late teens or early twenties and wishing to join local firms in the export or import department at an entry level. Other students may be interested in transferring to a four year educational institution in order to complete their work on a bachelor's degree in International Business or perhaps going on to an MBA degree in International Business.

COURSE OBJECTIVES:

Upon completing the course the student should:

Have a good understanding of the nature of International Trade and be able to adapt easily to the environment of the International department of a manufacturer or bank, or of an International Trade Support Organizations, e.g. freight forwarder, export management company, importer, etc.

Be familiar with the various modes of international transportation and cargo insurance options available to the exporter and importer, so that the most suitable or economical methods may be selected for any given situation.

Become conversant with all the factors involved in arriving at a competitive export price and be capable of preparing a quotation to an overseas customer, based on the sales terms and currency required.

Understand, and be able to discuss, the various documents used in international trade, in order to handle overseas transaction from initiation to final completion.

Have a working knowledge of the many methods of international payments and collection available to an exporter or importer, so that the best choice can be made in any given set of circumstances.

Be aware of the various private and governmental sources of finance available in international trade and how to apply this knowledge in everyday work situations.

Acquire a familiarity with the many private and government entities providing support to international business, and know how to use them effectively.

COURSE LEARNING RESOURCES

Textbooks: (Required for Purchase by students)

Finance of International Trade, 2nd Edition, 1981. Alasdair Watson, London, The Institute of Bankers

Commericial Documentary Letters of Credit. James A. Harrington, New York, Unz & Co.

Supplementary Reading Materials: (Recommended reading for instructors and students)

Multinational Business Finance, 2nd Edition, 1979
David K. Eiteman and Arthur I. Stonehill

Exporting - Small and Growing Businesses
DeLoite, Haskins and Sells, New York, 1981

A Guide To Financing Exports
International Marketing Information Series, U.S. Dept. of Commerce, Washington, D.C.

Obtaining Tax Deferral Through A Domestic International Sales Corporation. U.S. Dept. of Commerce, Washington, D.C.

Your Competitive Edge. Foreign Credit Insurance Association, New York, 1982

The Export-Import Bank. The Export-Import Bank of the United States, Washington, D.C.

Export/Import Traffic Management and Forwarding. Alfred Murr, Unz and Co., New York

The Elements of Export Practice. Alan E. Branch, Halstead Press, New York, 1970

Guide to Cargo Insurance. The American Institute of Marine Underwriters, New York

Florida Export Guide, Third Edition, State of Florida Dept. of Commerce, Tallahassee, Florida, 1982

Guide to Documentary Credit Operations. United States for International Business, New York, 1978

Periodicals and Newspapers

Journal of the Institute of Export
Business Week
Forbes
World Connection, Import-Export News

Barrons
Wall Street Journal
Business America
Florida Shipper

UNIT 1 GENERAL SURVEY OF INTERNATIONAL TRADE

Unit Objectives: Upon completion of this unit the student should understand:

The various aspects of International trade and how the United States economy is affected

Some of the historical background of International Trade, in order to understand present activities

The major economic, commercial and political factors affecting trading relations between nations

The importance of the multinational company

The balance of trade and payments and the national well being

The development of International Trading and Financial Organizations

Topics

In order to achieve the unit objectives the following topics (in ½ hour modules will be covered by lecture and class participation.

Why there is a need for International Trade: A discussion centered on the part played by International Trade in the economy of the United States and the job market and how it affects the individual. The law of comparative advantage and how resources of a country can be used most effectively to obtain the greatest utility from a given set of economic circumstances.

Historical Background and Development of International Trade: Biblical references to International Trade. The Phoenecians, The Middle Ages, Venice and the Italian City States, Hanseatic League, Portuguese and Spanish Trading Ventures, Dutch, French and British Trading Companies, Mercantilism, Industrial Revolution and Expansion of Trade, Free Trade, The Age of Steam, Victorian Era. Growth of the United States as a Trading Nation. The Orient, Early 20th Century up to World War I. Between the Wars, Depression, Protectionism, World World II, Post War Developments, Trade grouping, the future.

Economic, Social, Political and Geographic Factors of Foreign Trade: The importance of economic factors in determining the patterns of International Trade. The impact of social environment in the development of national foreign trade policies. Political influence on the implementation of legislation affecting trading policies between nations. Geographic factors affecting the nature and type of foreign trade conducted.

Categories of International Trade

Commodity Trades: A description and survey of the major world commodity trading patterns in foodstuffs, minerals and other primary products with particular reference to the United States

Flow of Manufactured Goods: The present day importance of manufactured goods in International Trade and the developing nations. A discussion of latest trends

Services (Intangible Exports and Imports): Freight, insurance, banking and consultant services in foreign trade.

The balance of trade and payments

A survey of all the factors involved in the balance of trade and payments and how settlements are arranged between nations.

The organization of International Trade

How businesses are organized to handle international transactions. The rise of the multinational company. Government to government transactions and agreements, international organizations and groupings.

UNIT 2 ORGANIZING TO HANDLE INTERNATIONAL TRANSACTIONS

Unit Objectives: Upon completion of this unit the student should have a working knowledge of:

The problems confronting firms in deciding how to best handle the international segments of their business.

The various approaches used by firms to organize their international operations for optimum results

The nature and use of outside specialists

The specialized skills needed to effectively handle international business, both exports and imports

Organization and administration of the sales force for best results

The advantages and disadvantages of the various distribution channels used in international trade

Topics

In order to achieve the unit objectives, the following topics (in ½ hour modules) will be covered by lecture and class participation:

How the individual firm is organized to take Advantage of International Business Opportunities. A presentation of the problems confronting a firm deciding to engage in international business for the first time, from the point of view of the existing organizational structure.

The alternative organizational approaches used to achieve optimum results, a review of the different structures used by firms depending on their size, volume of business, nature of product and service, and market segmentation.

The International Business Specialists. The rules of the export management company, customs broker, packer, freight-forwarder, insurance company, factor, international attorney, market researcher, advertising agency, translater, etc.

Recruiting and training skilled personnel and Staffing the International Department. A discussion of the advantages and disadvantages of formal and informal (on the job) training of personnel required to staff an international department. The need for technical expertise and language skills.

Organizing and Administrating the Sales Force. Various organizational forms discussed together with their advantages and disadvantages, i.e. whether by geographic zone, product line or distribution type.

Channels of Distribution. A review of the various means of distributing products/services in the international environment depending on the nature of the market being served, the product or service, legal constraints and local practices.

ART APPRECIATION

Kyra Sullivan

COURSE OBJECTIVE:

A course designed to help expand student visual awareness of ancient, traditional and modern art and to understand its contribution to world culture, including the investigation of form and content, the elements of art, composition, techniques and media.

UNIT I THE ELEMENTS OF ART

Unit Objective: The student will gain an understanding of what the art elements are and their relationship to the form of an art work.

Learning Objective: Line, Shape, Value, Texture, and Color

UNIT II THE PRINCIPLES OF ORGANIZATION

Unit Objective: The principles of organization will familiarize the students with the traditional western and world art concepts of how artists have arranged the art elements in creating form.

Learning Objective: Unity, Emphasis/Focal point, Balance, Scale/Proportion, Space, Motion/Time, Rhythm

UNIT III FORM AND CONTENT

Unit Objective: The students will make me aware of the two major aspects of an art work form and content.

Learning Objective: Content as a narration, How form differentiates the appearance of identical thematic content, Form as content in contemporary art.

UNIT IV HOW TO EVALUATE ART

Unit Objective: The students will gain an insight into the considerations one might have for evaluating art works.

Learning Objective: Empathy and the historical and cultural values of the time and place where the work was produced.

UNIT V MEDIA AND TECHNIQUES

Unit Objective: An exploration of media and techniques will give students an understanding of how an artwork is created.

Learning Objective: Sculpture, Painting (Fresco, encaustic, oil, w/c, tempera), Prints, Drawing, Architecture, Media, Applied Arts.

UNIT VI THE HISTORICAL ASPECTS OF MAJOR WORLD ART MOVEMENTS

Unit Objective: To investigate each historical period and to analyze the form and content of painting, architecture and sculpture and reach conclusions of how it reflects the cultural values of the society.

Learning Objective: Ancient, Traditional, Modern, Non-Western

UNIT VII THE INTERCULTURAL ASPECTS OF WORLD ART: Relating Works of Art to the Various Cultures That Produced Them

Unit Objective: To investigate and compare the differences and the similarities of forms of art produced on different continents and examine their relationships to the various cultures that produced them.

Learning Objective: Geographical location and environment and historical times and cultural values in various societies and how they affect world art.

RECOMMENDED TEXTS: ART FORMS, D. Preble, THE STORY OF ART, Gombrich, VARIETIES OF VISUAL EXPERIENCE, Feldman

Suggested topics that will facilitate the internationalization of the curriculum:

1. Human Figure in the World Arts, male and female. Compare styles, techniques and cultural conventions.

2. Gods of the World: Female and male deities since prehistoric times till the present; art at the service of religions, the rulers, political and social mores and structures.

3. Different customs, conventions and roles adopted by individuals and art movements and how they affect(ed) or transform(ed) world arts of the past and present societies; division of labor by sex or class; the changing nature of values and definitions of art.

4. Architecture of the World: Comparison of the different architectural styles developed by the various societies and cultures.

5. Changing nature of the arts in our own time and the predominant artistic styles or trends across the world of today.

COMPARATIVE WORLD POLICE AGENCIES

Stanley Wisnioski

This is a study of the role of the various police agencies in the AnglO-American countries, the European continent, Japan, and various Communist regimes including the role and function of police organization, selection, and training, operational procedures, and crime rates.

This course will include case and group studies of selected countries.

INTRODUCTION TO THE COURSE

GOALS: Students will be stimulated toward learning the history, heritage and development of law enforcement in the many coutries to be studied.

The keystone of a doctrine which states that the securing and training of proper persons is at the root of efficiency; various systems of government and social life will be examined as related to police agencies.

From whence did the United States derive its basic police techniques, it's high respect for the rights of the individual, its insistence on gentlemanly conduct by officers in the firm performance of their duty? In what respects does American policing resemble and how does it differ from that of other nations? How does one become a police officer in other countries? How is he looked upon by the citizens of that country?

ORGANIZATION:

CLASS HOURS	LESSON TITLE
1 - 3	Historical Development: The Beginning
4 - 6	The Modern Police Officer
7 - 9	Twentieth Century Law Enforcement
10 - 12	Innovation and Change in Policing
13 - 15	The British System of Policing: Past and Present
16 - 18	Western European Systems
19 - 21	Societ and Societ Bloc Police Systems
22 - 24	Far East Policing
25 - 27	South American and Caribbean Systems
28 - 30	Emerging Nations Police Systems
31 - 33	Sources of Police Power
34 - 36	Municipal, Township and Special District Police
37 - 39	County, State and Highway Patrol Police
40 - 41	Federal and National Police Forces
42 - 43	Interpol
44 - 45	The Future of International Police Systmes

EXPECTATIONS OF STUDENT PERFORMANCE

Students will, through individual case studies, be required to share with the class their views and assessment of law enforcement in countries assigned.

Student teams will be assigned a specific country's law enforcement system to study and report on to the class.

LIST OF BOOKS REQUIRED FOR COURSE

Neil C. Chamelin, Fox, Whiseand. *Introduction to Criminal Justice*. Prentis-Hall, 1979

George L. Mosse. *Police Forces in History*. Sage Publications, Inc., 1975

SUGGESTED TEXTS

See "International Policing Pamplet" National Institute of Law Enforcement and Criminal Justice, LEAA, United States Department of Justice

NUMBER OF TESTS AND KINDS

Each student completing a Case Study and each team of students reporting on a specific country will submit three questions to be used in a final written examination.

Student oral class presentations will be graded as well as their written report submissions.

BIBLIOGRAPHY

HRAF Human Relations Area Files
INTERNATIONAL POLICING PAMPHLET, contains 168 pamphlet/book titles and sources dealing with the subject.

WORLD LITERATURE

Donna Wilkinson

That LIT 2210 has traditionally emphasized the literary heritage of the Western World is evident from the catalog description: "Selected masterpieces of world literature before 1611. Emphasis on the Greek myth, epic and drama; the Bible, and Shakespeare." Furthermore, of the dozen different texts listed for five instructors on the Master Textbook List dated June 1981, one, --The Bhagavad-Gita (used by Mr. Yater on Central Campus) - is non-Western. The purpose of this project is to make non-Western leterature an integral part of LIT 2210 by extending its horizons to include Oriental, Middle Eastern, and African literature.

Since flexibility in textbook selection, however, has been traditional in the English Department at Broward Community College, this report does not dictate which authors must be taught in all LIT 2210 classes or which texts must be selected for all sections; rather, it offers the LIT 2210 instructor a variety of materials to enable him to make these choices for himself. Thus, each of the major sections in the report - Oriental literature, Middle Eastern literature, and African literature, includes a list of concepts to be explored (basic background on the country and/or works to be taught (each item containing background information and bibliographies references), and a description of available textbooks.

GOALS

1. To promote a knowledge and appreciation of non-Western cultures through the study of literary works from the Orient, the Middle East, Africa and Latin America.
2. To help students develop literary tastes beyond those restricted by a traditional Western European approach to World Literature.
3. To help students view themselves as participants in a complex, interrelated world.
4. To help students examine their own cultural assumptions through analysis of the cultural diversity revealed in the literature of the Orient, the Middle East, Africa and Latin America.
5. To promote knowledge of the objectives and forms of non-Western literary art.
6. To bring students into contact with ideas that can help them better understand themselves.

LEARNING ACTIVITIES

In class, students are expected to:

1. Listen carefully to lectures.

2. Take adequate notes.

3. Participate in class discussions on lecture material and assigned readings.

4. Present individual or group reports, as assigned.

5. View audio-visual presentation carefully.

Out of class, students are expected to:

1. Complete assigned readings by proper session.

2. Prepare written responses, as assigned.

INDIA

Concepts to be Presented

1. Although civilization existed in Northwestern India as early as 3000 B. C., the current population is descended from people who migrated from the Northwest between 2000 and 900 B. C.
2. This amalgamation of races never solidified, but formed numerous provinces and states, each with its own government. This lack of unity made the country easy prey for invaders.
3. When the British withdrew in 1948 after two centuries of rule, the country split into two nations - Hindu India with three-fourths of the population and Moslem Pakistan with one-fourth of the population.
4. Sanskrit, a highly complex language, is spoken only by the Brahman class (priests and professional men). It softened into Pali during the Buddhist era (the fifth century B. C.) and now has many dialects, including Hindustani and Bengali.
5. Urdu is the language of the Mohammedan population.
6. The caste system was developed by conquering tribes who chose to segregate the aborigines and forbid them to fraternize with other classes instead of killing them.
7. The four original castes were linked to parts of the creator god Brahma. The priest was the head, the warrior was the arms, the farmer-merchant was the body, and the laborer-servant was the feet. Through the ages, society was divided into hundreds of sub-castes, which roughly corresponded to the guilds of the Middle Ages.
8. The caste system is governed by a rigid code. A person is born into his caste and can never change his predetermined trade or social status. He may not marry a member of another caste, nor may he eat with members of another caste. Each caste has its own prescribed dharma or rule of

conduct for each circumstance in life.

9. In this most religious of all countries, Hinduism is man's whole way of life. (The caste system simply applies the religious principles of Hinduism to society.) The religion of the masses honors many gods, but Brahman believes in the Over-Spirit as the source of gods, men, and living things, all of which are ranked from the Brahman caste down to the simplest plant. Hinduism contends that men long to rejoin the Over-Spirit. This world is but Maya or illusion, a trial to judge whether one is worhty of moving up. (The worthy life is one that lacks ambition or desire, that demonstrates indifference to the material world.) One must go through a series of incarnations in which actions or karma will influence rebirth. If one performs his appropriate duty, dharma, he will move up and eventually experience nirvana, the final obliteration of spirit in Over-Spirit.

10. The earliest literature, the Vedas, were composed between 2000 and 800 B.C. to honor the gods of nature — Indra, the wielder of the thunderbolt; Agni, the fire god; and Yama, the god of the underworld. The most important of these collections of poems and prayers, which were later believed to be the product of divine revelation, is Rig-Veda (Verse-Knowledge), a volume of 1028 poems. At first, the tone of the Vedas, is vigorous, positive, and optimistic, but this confidence soon turns to pessimism, perhaps because the people were unable to appease nature. (Note that India has the world's highest mountains, plains alternately devastated by floods and then parched, impenetrable jungles; furthermore, sections are subject to earthquakes, month-long snowfalls, or incessant moist tropical heat.)

11. While trying to rid Hinduism of superstition and empty ritual, Buddha Goutama (c.483 - c.403 BC) unintentionally founded a rival religion. The son of a king, Buddha renounced his life of luxury, founded a monastery and wandered and preached. Later he was deified as an incarnation of the god

Vishnu. He devised a system of rules that ignored the caste system; his Five Commandments are: (1) Kill no living thing, (2) Do not take what is not given to you, (3) Do not speak falsely, (4) Drink no intoxicating drink, and (5) Do not be unchaste. Between 300 and 500 A.D., Buddhism challenged Hinduism, but its numbers have declined significantly and it is now practiced chiefly in Ceylon, China, Burma, Japan, and Siam.

12. Indian literature is difficult to date because the Hindu disinterest in this world resulted in few written Indian records; therefore, foreign records must be used.

13. The period ca. 1400 - ca. 800 is one of magnificent periods of epic literature which embodied the national ideals, the primitive culture, the Hindu philosophy, and the laws of life. Two very long poems from this period -- Mahabharate (100,000 couplets) and Ramayana (24,000 couplets) contain many irrelevant episodes and added moral precepts. Tedious in their entirety, they do reveal much fine narrative poetry when they are condensed.

DONNA WILKINSON

AFRICA

Concepts to be Presented

1. Two significant omissions from Old Africa were writing and architecture. John notes the relationship between writing and power: "When the Portuguese came to Guinea, African and European culture were roughly on the same level. What the Europeans had in advance of the Africans were writing and architecture, navigation, and gunpower - and through these the power to subjugate Africa."

2. Three reasons account for the lack of writing south of the Sahara until modern times - (1) a lack of stones for carving or existing stones that were too large to move, (2) damp weather and termites, which ruled out papyrus, tooled leather, and wood as writing media, and (3) the existence of drum language to fulfill the communication aspect of writing.

3. With its script directed toward the ear, drum language is composed of acoustical phonetic sounds. Unlike European languages, African languages are extremely tonal and many are intelligible if represented by their tones alone.

4. Drummers were tribal historians who enjoyed special privileges. A drummer drumming was viewed as a sacred person immune from assault and interpretation.

5. The three periods of culture in Africa are:

    1. Antiguity - The Nubians penetrate the Nile valley and find Egyptian culture; the Lycians, Libyans, Assyrians, Persians, Greeks, Romans, and Hyksos occasionally attack and are assimilated.

    2. Middle Ages - the drying up of the Sahara cuts Africa off from foreign influence; at this time African culture is only a little inferior to that of Europe, and in law and faith it is probably superior.

    3. Modern Times - Europeans arrive and establish slave trade; civil strife and tyranny tear the continent apa

6. African aesthetics are multi-functional. Although some "art for art's sake" exists, most is related to other aspects of life.

AFRICAN FOLKTALES

Concepts to be Presented

1, Native African folklore constitutes a single unit with similarities in plot construction, subject matter, and literary devices (the role of song in prose text, moralistic endings, the prevalence of etiological explanations).

2. Since ancient times, traders traveling from inner Africa to the coast have carried tales from one region to another so that the continent's oral literature reflects shared ideas and themes; at the same time, however, tribes and regions possess unique creations. Some tribes created their own heroes and gods or reshaped a widespread tale to conform more closely with their own history; some narrators modified and embellished stories to make them uniquely their own.

3. Some heroic tales and epics date back to the fourth century.

4. Early African folktales demonstrate that the culture was not primitive. This oral literature of aboriginal peoples contains a number of striking features: stark realism, a mirror of man in all of his moods, a reflection of the contemporary scene, and a high degree of sophistication.

5. The Bushmen and Hottentots excepted, the number of other African myths (usually life histories of gods and goddesses) and märchen (usually fables) is small. Cosmological myths regarding the origin of heavenly bodies are rate.

6. African folktales depict man as earthbound. Says Radin, "Rarely has man been depicted as more completely and inexplicably anchored in this world."

7. Many African folktales focus on the joys of daily life, parental love, loyalty, and duty.

8. African folktales avoid sentimentality and contain little romanticism. One cannot assume either that the hero will triumph or that wrong will be righted.

9. The myths and märchen of the Bushmen constitute a separate category and are not subject to all of the above generalizations.

10. Early attempts at the unification of Africa were interrupted by repeated assaults of more highly organized cultures. The resulting turmoil affected folktales by pushing wish-fulfillment fantasies (märchen) to the background and pulling stories about human heroes in human situations to the foreground. Cruelty and wanton murden begin to play a dominant role. Radin explains that "death is the inevitable fate of those who fail to resist disorganization, and...outward disorganization is followed remorsely by inward disintegration."

11. The humanization of animals is common in African folktales.

12. Five factors regarding folktales are common among the world's aboriginal societies -- (1) Every preliterate community had its literary artists, (2) they were recognized as such by their contemporaries, (3) fictional and semi-historical narratives were told for the sheer joy of telling, (4) the artists enjoyed special privileges, and (5) their products often had practical purposes, perhaps even magical roles to fulfill.

13. African author-raconteurs were probably not members of a special class. They came in two forms: those attached to a monarch and those who were free story-tellers.

14. Author-raconteurs attached to monarchs were official historians and/or poet laureates. Their role was to extol the status quo, to deal with contemporary events. Many were priests. They deëmphasized cosmological myths because they were expected to account for the origin of their earthly ruler and their tribal institutions. As animals became human, trickster and culture-hero tales disappeared where an official scribe was at work.

15. The free story-teller, who worked best in the non-stratified societies of southern Africa, played his role at great gatherings and markets where he restructured tales to bring them up-to-date and make them more palatable.

16. The realistic tale developed in South Africa where the reflection of the political-economic background was more direct.

17. Characters -- the jealous wife, the lazy man, the disobedient child -- are extremely consistent throughout the continent. Animals are recognized for their stereotyped behavior -- the monkey for stupidity; the hare, tortoise, and spider for cunning; the elephant and hippopotomus for strenth and little intelligence; and the dog for greed.

18. The traditional African struggle for survival is reflected in folktales where expediency rather than fairness wins.

19. Texts of African folktales may appear somewhat arid because they lack the gestures, eye contact, intonation, pantomine, histrionics, acrobatics, and even the occasional costumes and props that characterize the delivery of oral literature.

20. Story-tellers continually vary the words of a single story, ignore grammatical rules, and rely upon audience participation, such as saughter, group singing, corrections, and interjections.

21. African dilemma tales evoke debate by offering a choice between alternatives. Some have a "correct" answer; some do not. Usually of little literary merit, these tales are not unique to Africa nor are they a fixed genre with hard and fast boundaries. Themes include restoring a dead person to life, rescuing lost or abducted persons, and dealing with mother-in-law.

22. African trickster stories follow an established pattern: (1) false friendship (the trickster feigns friendship with another), (2) contract (the trickster establishes a contract), (3) violation (usually the trickster violates the friendship and the contract), (4) trickery (the trickster tricks the other), (5) deception (the second character, accepting the trickery, is deceived), and (6) escape (the trickster escapes or is rewarded).

23. The Azande people of Central Africa have a collection of trickster tales about a man called Ture, who is a cheat, a tempter, a liar, a thief, and a murderer. These tales are told to children after sunset by a man who believes that telling the tales during daylight brings misfortune. This series of tales is not a cycle because no set order exists for them; each tale is complete in itself. During the telling of a single story, events may be added or deleted. Animals both act and speak like people and

possess animal characteristics; people other than Ture (except for senior wife and second wife who act as foils) lack personality and names. Despite his many tricks, Ture is never really malicious. Pritchard calls him endearing and pathetic, a bit like Punch and Judy, Don Quixote, Falstaff, and Charlie Chaplin.

24. The Bete, a Krou Krou population living in the Gagnoa and Daloa areas of the southwest Ivory Coast, tell folktales "for laughing." These humorous tales told for pleasure provide light entertainment on moonlit nights when folks want to stay up late. In "The Three Drowned Women" the narrator asks the question of whom to save - the wife, the sister, or the mother-in-law. In "The Spider and His Mother-in-Law," greediness leads to death but the old woman escapes. and in "Seri, His Wife and His Dog," a husband becomes the victim of his wife's stubborness.

25. Dahomean narratives fall into two categories- the hwenho, literally "time-old-story" of history, tradition, and ancient lore and the heho, the tale.

26. Hwenho come in three forms -- (1) myths, which focus on deities and the peopling of the earth (2) clan myth-chronicles, which relate the origin of great families and their adventures as well as accounting for ritual behavior, food taboos, and positive sanctions, and verse sequences, which are mnemonic devices used by professionals to memorize genealogies and events of ritual and law. Told to adults at clan meetings often during daylight, hwenko include no audience participation and make little attempt at dramatization.

27. Dahomeans explain variations among versions of sacred myths by asserting that the gods do not reveal the same details to all narrators; each narrator relates the "truth" as told to him.

28. Heho allow the Dahomean narrator considerable latitude in interpretation and permit the joining of incidents from several sources.

29. Heho use character symbol. The Hunter is victorious over a sorcerer or giant and meets defeat only if battling a supernaturally endowed human viewed as his superior; traditionally, he is aided by the "little people." The Orphan is avenged by his mother and her ancestors. Yo, the glutton, may win or lose; in these humorous stories, Yo's victory is never prestigious, nor his punishments very severe.

30. Heho tales fall into seven categories: (1) divination stories (any tale can be a parable for reading lines on a divination board; fate sets up problems capable of solution if done properly), (2) hunter stories (focus falls on plot; with magic at his fingertips, he makes himself invisible and escapes detection when spying; the hunter is a hero who extends boundaries and secures herbs for healing), (3) infant terrible stories - including twins, orphans, children-born-to-die, and the abnormally born (children perform feats of superior strength to enrich themselves and their kin through supernatural powers granted them by the agents to whom they belong), (4) Yo stories (the glutton who is laughed at but not despised takes on numerous adventures because he never stops to think), (5) tales of women - love, intrigue, and betrayal (themes include jealousy, faithlessness, and revealing secrets), (6) explanatory and moralizing tales (comedies of manners with anthropomorphized birds and animals as characters), and (7) transformation tales.

31. Riddles, an intricate part of these Dahomean narratives, focus attention and sharpen children's memories. These declarative statements have a two-fold appeal - hidden meaning and double entendre.

Example:
1. A thing is naked going out, but returning, the body is covered with cloths. (corn)
2. A thing leaves the home bent and returns home straight. (water jar)
3. Hole within hole, hair all around, pleasure comes from inside. (flute played by bearded man)

32. Among the values revealed in these narratives are: (1) no one (man or god) is exempt from doubt, foible, and vexation, (2) being discreet in speech and taking steps to meet difficulties are both important, (3) parents deserve respect, (4) ingratitude is to be punished, and (5) astuteness is to be valued and superficiality condemned.

SYSTEMS, RESOURCES, AND TECHNOLOGY

Carey Witkov

CATALOG DESCRIPTION: Most (if not all) of the world's major problems (e.g., energy, food, population, environment, employment, crime, etc.) are problems involving systems, resources, and technology. Increasingly, the solution to these problems requires global perspectives.

This course surveys the present and future for the world's resources. We are led to an understanding of how we got where we are and what is determining our future by use of one of the newest sciences - cybernetics - the science of systems. Finally, we consider the relationship of human beings to technology in the present and in developing alternative futures.

COURSE GOALS: The two main goals of this course are to sensitize students to the global nature of our most pressing problems and to present the tools needed to understand and improve these conditions.

PART I

LESSON GLOBAL SYSTEMS

REFERENCE: Global 2000 Report, Council of Environmental Quality, 1980.

SUMMARY The Global 2000 Report, prepared by the Council of Environmental Quality for President Carter in 1980, is the most comprehensive and objective analysis of global systems available to date. It provides surveys and projections of supplies and demands in the areas of global resources (e.g., food, energy, non-fuel minerals, forests, etc.) as well as the current situation and projections of population and environmental damage. Global case studies are included. Hence, this document provides a wealth of resource material which the instructor can assign for reading and discussion as per the instructor's interests and emphasis.

It is envisioned that one week or more be spent surveying the current situation and trends in the major global systems to impress upon the students that present practices extrapolate to a future of greater human hardship and suffering. This fact leads to a greater concern with alternative futures underscoring our responsibility to make wise, and perhaps radical, choices in the present.

LESSON CYBERNETICS

SUMMARY: Most, if not all, of the world's major problems (e.g., population, energy, food, environment, employment, crime, etc.) are problems involving systems. The science of systems, cybernetics, is only forty years old. Hence, it is not surprising that relatively few people understand the dynamics underlying these problems. Gregory Bateson, the late British anthropologist and former husband of Margaret Mead, referred to cybernetics as "the biggest bite out of the tree of knowledge in the past 2000 years." There is no better way to understand the world's energy, resource, and environment interplay than by first understanding the behovior of systems.

GLOSSARY

Cybernetics: A branch of mathematics dealing with problems of control, recursiveness, and information.

Norbert Weiner: mathematician who developed the principles of cybernetics and coined the term.

control system: a system with negative feedback

system: an aggregate of interconnected parts

input: information and/or energy which enters a system

output: information and/or energy which leaves a system

feedback: the condition which exists when part of a system's output is connected to the system's input

circular causation: the characteristic type of causation found in control systems

self-regulating system: a control system

negative feedback: feedback which stabilizes a system's behavior (i.e., maintains the level of a controlled variable)

servomechanism: a control system

LESSON CONTROL SYSTEMS THEORY

SUMMARY The home heating system is presented as a model of a control system. The components of the system consist of power supply, heater, thermostat and air; the last three forming a closed loop. Circular causation is demonstrated by the following series of questions. Why is the heater off? Because the thermostat was off. Why was the thermostat off? Because the air was warmer than the bias setting on the thermostat. Because the heater was on. Why was the heater on? In the preceding cycle of events, it is clear that any event can serve as either the cause of the subsequent event or the effect of the preceding event. This pattern, called circula causation, is characteristic of systems and must supplant conventional cause-effect or stimulus-response reasoning when analyzing the behavior of systems. Other properties of self-regulating systems are presented with examples.

GLOSSARY

feed-through or feed-forward: a system without feedback; sequential processing of information and/or energy

positive feedback: feedback which causes a system's output to exponential increase (i.e., runaway).

bias or reference level: the internally set value of a controlled variable which, when the input equals, results in no error and thus no output.

error: a difference between input and bias

disturbance: an input different from the bias or reference level of a controlled variable

controlled variable: the quantity which a control system seeks to maintain at a preset (i.e., bias) value.

range of control: the range of error over which the system can maintain the controlled variable at its preset level.

sensitivity: the smallest disturbance or error which results in a correcting response by the system.

LESSON CONTROL SYSTEM WORKSHOP

BASIC EXPERIMENTAL PARADIGM

A test is used to identify controlled quantities in control systems (see accompanying description)

COIN GAME

(see accompanying description)

PARABLE OF THE RUBBER BANDS

(see accompanying description)

LESSON GENERAL SYSTEMS THEORY

SUMMARY There exist certain general properties of systems which are independent of the self-regulating nature of systems. These form the corpus of knowledge referred to as general systems theory. As with control systems theory, the principles are exceedingly general and thus appropriate to social as well as physical systems.

GLOSSARY

entropy: the degree to which relations between the components of any aggregate are mixed up, unsorted, undifferentiated, unpredictable, and random. The opposite is negentropy, the degree of ordering or sorting or predictability in an aggregate. The physics- certain sorts of ordering are related to quantity of available energy.

energy: a quantity having the dimensions: mass times velocity squared (MV^2).

scaling: the rates at which various parts of a system change in response to a change in a parameter of the system.

information: a difference that makes a difference

digital: a signal is digital if there is discontinuity between it and alternative signals from which it must be distinguished. Yes and no are examples of digital signals.

analogic: When a magnitude or quantity in the signal is used to represent a continuously variable quantity in the referent, the signal is said to be analogic.

logical types: A series of examples is in order:

1. The name is not the thing named but is of different logical type, higher than that of the thing named.
2. The injunctions issued by, or control emanating from, the bias of the house thermostat is of higher logical type than the control issued by the thermometer.

LESSON PATTERNS OF GROWTH, STABILITY, AND CYCLES

SUMMARY All systems display characteristic patterns of growth, stability, or cycles. This lesson discusses these patterns and relates them to those features of systems which are responsible for them.

GLOSSARY

s-curve: a growth curve in the form of the letter. Slow start, exponential growth, followed by stabilization.

j-curve: a growth curve in the form of the letter j. Slow start, exponential and uncontrolled growth; runaway.

oscillation: a pattern that repeats, also, cycle, undulation, or wave. Consequence of delayed (i.e., out-of-phase) feedback.

exponential growth:	growth in which the rate of growth is proportional to the size of the population.

LESSON SCHUMACHER - SMALL IS BEAUTIFUL

QUESTIONS

1. In Schmacher's view, what is the purpose of resources and work?
2. Why does Schumacher favor decentralized rather than centralized technology?
3. Are Schumacher's ideas appropriate to America and other industrialized nations, or only to third-world countries? If appropriate, which ones and how?
4. What is meant by "appropriate" or "intermediate" technology.
5. Are Schumacher's observations useful to you in your own life? If so, how?

LESSON BATESON - READINGS IN CYBERNETICS & GLOBAL SYSTEMS

READINGS FROM STEPS TO AN ECOLOGY OF MIND

1. From Versailles to Cybernetics

   A short, spirited essay on the importance of cybernetics and the historical context in which it developed.

2. Conscious Purpose Versus Nature

   Presents the view that conscious purpose short-circuits the connecting arcs in systems by concentrating on only segment of an interconnected whole. Maximizing that one segment at the expense of the other segments can upset the systemic checks and balances; hence, is anti-ecological.

3. The Roots of Ecological Crisis

   Discusses the key factors leading to ecological destruction from a cybernetic perspective. Hawaii is used as the focus of attention.

PART II RESOURCES

LESSON ENERGY

SUMMARY

Standard presentation of the topics of energy, heat, and thermodynamics.

GLOSSARY

work: the energy expended when something is forced to move. Work is defined as the force exerted on an object multiplied by the distance that the object is forced to travel.

kinetic energy: the energy possessed by a moving object (mass x velocity^2 x ½)

potential energy: the energy that a body has by virtue of its position. A body is said to have gravitational potential energy when it has the capacity to perform work or to transfer heat if released and allowed to be accelerated by gravitational force. Potential energy = mgh, where m is the mass of the body, g is the acceleration due to gravity, and h is the height through which the body can fall.

temperature: a measure of the warmth or coldness of an object with reference to some standard. Temperature should not be confused with heat. Heat is the quantity of energy possessed by a body; the temperature is just a measure of how hot or cold it it.

heat: a form of energy. Every object contains heat energy in an amount that depends on its mass, its temperature, and the specific heat if the materials of which it consists.

conduction: the process by which heat energy is transmitted directly through materials. Conduction occurs because energetic molecules move rapidly and collide with neighboring molecules. Kinetic energy is transferred during the collision process and the neighboring molecules accelerate and become energetic.

convention: the process by which heat energy is transmitted through gases and liquids by the action of currents that circulate in the fluid.

radiation: the process by which energy is emitted and transmitted as electromagnetic waves.

entropy: a thermodynamic measure of disorder. It has been observed that the entropy of an undistrubed system always increases during any spontaneous process; that is, the degree of disorder always increases.

LESSON ENERGY RESOURCES

SUMMARY

A discussion of current and projected energy resources by type.

GLOSSARY

synfuels: synthetic fuels

fossil fuels: fuels having their origin in decayed organic matter (e.g., oil, coal, natural gas)

tar sands: a source of oil

passive solar design: architectural design which considers sunlight for heating or cooling

solar collector: a device for heating water or air for circulation

solar cell: a device for converting sunlight into electricity

photovoltaic conversion: the process of converting sunlight to electricity

hydroelectric energy: energy obtained by the passage of water from high potential energy to low potential energy

tidal power: power obtained by the motion of tides

ocean thermal power: power obtained by differences in temperature at different ocean depths

geothermal energy: heat energy stored in the earth's interior

gasohol: a mixture of gasoline and ethyl alcohol

mass transit: the transport of large numbers of people

LESSON ENVIROMENTAL RESOURCES

SUMMARY

A discussion of the air-water-land ecosystem.

GLOSSARY

Gaia: the ancient Greek goddess of the Earth. This word has recently been used to describe the biosphere and to emphasize the interdependence of the Earth's ecosystems by likening the entire biosphere to a single living organism.

troposphere: the layer of air that lies closest to the surface of the Earth and extends upward to about 12 km.

mesosphere: a layer of air of fairly constant temperature that lies just above the troposphere.

stratosphere: a layer of air of fairly constant temperature that lies just above the troposphere thermosphere: an extremely high and diffuse region of the atmoshere lying above the mesosphere.

climate: the composite pattern of weather conditions that can be expected in a given region. Climate refers to yearly cycles of temperature, wind, rainfall, etc., and not to daily variation.

weather: the temperature, wind, and precipitation conditions that prevail in a given region on a particular day.

acid mine drainage: water pollution that results when water flowing through a mine reacts with sulfur compounds to produce sulfuric acid. The acid washes into streams and watercourses and disrupts normal aquatic life cycles.

cooling tower: a large structure used to cool water from an electrical power plant or other factory. The hot water is pumped to the top of the tower and allowed to fall downward and is cooled by air flowing upward from the bottom. In the wet process, the cooling is aided by evaporation.

cooling pond: an open, shallow lake used to provide cool water for an electrical power plant or other factory.

LESSON NON-FUEL MINERAL RESOURCES

SUMMARY

A discussion of current and projected supplies and uses of non-fuel mineral resources.

GLOSSARY

strategic minerals: minerals which are strategic materials and which are more than 50% imported.

strategic materials: minerals which are of vital interest to United States national security

ore: a rock mixture that contains enough valuable minerals to be mined profitably with currently available technology.

mineral reserves: the estimated supply of ore in the ground

acid mine drainage: water pollution that results when water flowing through a mine reacts with sulfur compounds to produce sulfuric acid. The acid washes into streams and watercourses and disrupts normal aquatic life cycles.

strip mining: any mining operation that operates by removing the surface layers of soil and rock,

recycling: the process whereby waste materials are reused for the manufacture of new materials and products

LESSON GENETIC RESOURCES

SUMMARY

Attention is drawn to the significance of the diversity of plant and animal species on Earth and to their vulnerabliity to extinction.

GLOSSARY

ecology: the study of the interrelationships among plants and animals and the interactions between living organisms and their physical environment.

ecosystem: a group of plants and animals occuring together plus that part of the physical environment with which they interact. An ecosystem is defined to be nearly self-contained so that the matter which flows into and out of it is small compared to the quantities which are internally recycled in a continuous exchange of the essentials of life.

endangered species: as phrase suggests

Passenger pigeon: formerly North America's most abundant specie of bird, now extinct

LESSON FOOD RESOURCES

SUMMARY

A systematic look at the interrelationship between food, agriculture, and climate.

GLOSSARY

anacobiosis: the biological utilization of nutrients in the absence of air

dust mulching: an agricultural practice of pulverizing the surface of the soil to enhance its capillary action and thereby draw underground water up to the root zone

food chain: an idealized pattern of flow of energy in a natural ecosystem. In the classical food chain, plants are eaten by primary consumers only, and so forth.

photosynthesis: the process by which chlorophyll-bearing plants use energy from the sun to convert carbon dioxide and waters to sugars

fertilizer: nitrogen-containing minerals used to promote plant growth

LESSON NUCLEAR POWER

GLOSSARY

transmutation: the conversion of one element ot another

alpha particle: helium nucleus

background radiation: the level of radiation on Earth from natural sources

breeder reactor: a nuclear reactor that produces more fissionable material just sufficient to maintain a nuclear chain reaction

fission: the splitting of atomic nuclei into approximately equal fragments

fusion: the combination of nuclei of light elements to form heavier nuclei

half-life: the time required for half of a sample of radioactive matter to decompose.

chain reaction: a reaction that proceeds in a series of steps, each step being made possible by the preceding one.

LOCA: Loss of Cooling Accident in a nuclear reactor

ECCS: Emergency Core Cooling System in a nuclear reactor

radiolysis: a chemical change produced by radiation

moderator: a medium used in a nuclear reactor to slow down neutrons

China Syndrome: a facetious expression referring to a nuclear meltdown in which the hot radioactive mass melts its way into the ground towards China. While a meltdown through the Earth to China is, of course, impossible, an accident in a nuclear power plant may potentially lead to a situation where a hot radioactive mass melts its way through the containment structure into the earth, contaminating neighboring environments and groundwater supplies

TEXTBOOKS

Bateson, Gregory; STEPS TO AN ECONOGY OF MIND

GLOBAL 2000 REPORT, Penguin Books, 1981, $9.95

Huxley, Aldous; ISLAND, 1963

Pirsig; ZEN AND THE ART OF MOTORCYCLE MAINTENANCE, 1974

Schumacher, E.F.; SMALL IS BEAUTIFUL, Harper & Row, 1975

FILMS

E.F. Schumacher...As if people mattered	Bullfrog Films, Oley PA 19547
Small is Beautiful	
This Land	Shell Rilms, IN
Decision: Energy for the Future	Bullfrog Films, Oley PA 19547
Sharing Global Resources (Filmstrip)	
Native Self Reliance (Filmstrip)	Bullfrog Films, Oley PA 19547

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Bartlett, Albert A., "Forgotten Fundamentals of the Energy Crisis," American Journal of Physics, Vol 46, #9, Sept. 1978 p. 876-888.

Current History Special Issue, The World Energy Crisis, Vol. 75, #435, March 1

Daedalus Special Issue (Journal of the American Academy of Arts & Sciences) "Modern Technology: Problem or Opportunity, Vol. 109, #1, Winter 1980.

Lovins, Amory, "Energy Strategy: The Road Not Taken?," Foreign Affairs, October 1976.

Science Special Issue, "Energy", Vol. 200, #4338, April 14, 1978

UNESCO Courier Special Issue, "Energy", June 1978

(plus textbooks above)

PART III TECHNOLOGY

LESSON ISLAND

Island, Aldous Huxley's final novel, is a non-fictional utopian essay interwoven through a fictional story. It portrays the best that Huxley could imagine for human relationship with the environment, resources, and technology. However, Huxley emphasis, that everything contained in Island is possible today with current knowledge and technology. That was in 1960. This novel questions some of the most tightly held beliefs of our culture with regard to the above issues.

LESSON ZEN AND THE ART OF MOTORCYCLE MAINTENANCE

Like Island, this novel is largely a non-fictional essay framed into a fictional format. It probes issues pertaining to the relationship of human beings to technology. The perspective is contemporary and, unlike Island, is not utopian. As such, its ideas and themes are readily understandable within each students' own experience.

ASSOCIATE OF SCIENCE DEGREE IN INTERNATIONAL BUSINESS

Core Courses

The following core courses are the same courses currently required in all A.S. Business Administration degree programs at Broward Community College.

ACC 2001	Principles of Accounting I	3
ACC 2021	Principles of Accounting II	3
BUL 2111	Business Law I	3
BUL 2112	Business Law II	3
COC 1300	Fundamentals of Data Processing or	
COP 1700	Introduction to Basic Programming	3
ECO 2013	Principles of Economics I	3
ENC 1101	Composition	3
ENC 1240	Composition	3
MAN 2000	Introduction to Management or	
GEB 1011	Introduction to Business	3
MAT 1033	Intermediate Algebra or	
MTB 1103	Business Math	3
FIN 1100	Personal Finance	3
SPC 1600	Public Speaking	3
Physical Education Activity		4
		40

Specialization Option: Option #6 - International Business

International Business Enviroment	3
International Marketing	3
Finance of International Trade	3

Business Electives	6
*Foreign Language Requirement	6
Electives	3
Total Program Hours	64

The student should strive to include courses from the International/Intercultural area in their electives. The following courses are recommended:

> Regional Geography of the Western World, Regional Geography of the Non-Western World, Comparative Political Systems, Comparative Economic Systems, Introduction to World Cultures, Communication for Cultural Understanding, Introduction to Anthropology, People and Culture of Mexico, History, additional foreign language courses.

*Students may satisfy the six credit foreign language requirement by demonstrating proficiency in a second language.

ATTACHMENT TECHNICAL REVIEW I

Based on the results of the survey conducted by the Broward Community College Office of Institutional Research (Interational Business Survey: Research Report 8122-07) on the discussions between local business executives and International Business Project faculty through participation in the activities of the Greater Ft. Lauderdale Chamber of Commerce's World Trade Council and on the interviews and discussions between International Business Project faculty and the consultants to the International Business Project from the fields of international business, international education and the state and federal government (See Attachment 2.c.) the following description of what program completers will be able to do has been developed. More specific competencies are identified in the learning objectives of each course in the A.S. Degree in International Business Program.

Upon successful completion of this program, students will be prepared to enter sales, management training, and clerical entry-level jobs in a variety of types of organizations including: manufactures, wholesalers, exporters, banks, freight forwarders, transportation firms, and importers. Program completors will be able to perform tasks essential to the export function including: communicating with customers and prospective customers and with various intermediaries involved in the financing, insuring, and transporting of goods for export; selling goods and services to domestic and foreign customers; prepar the needed documents required for the sale or purchase, insurance, financing, and shipping of goods for export or import; understanding, interpreting the meaning of, and dealing with regulations and laws that affect the exchange of goods and services between domestic and foreign businesses; performing the general functions of management including planning, organizing, directing, and controlling.

To address these needs the International Business A.S. Degree program will provide completors with the ability to perform specific tasks related to the promotion and sale of goods overseas, financing of international trade, and documentation of transactions through three new courses. International Marketing, Finance completors will, by fulfilling the foreign language requirement, have the ability to communicate at a basic level with foreign customers.

ATTACHMENT TECHNICAL REVIEW II

There is strong evidence of a substantial continuing need for graduates of the A.S. International Business degree program. The following is a direct quote from the International Business Survey: Research Report 8122-07 conducted by the Broward Community College Office of Institutional Research, June 15, 1982.

> "Broward County businesses involved in international trade and commerce are primarily manufacturers, wholesalers,

and exporters with several hundred full-time employees. Primary involvement is in South America and the Caribbean Basin with sixty-percent (60%) projecting up to fifty-percent (50%) growth in the next three to five years."

ATTACHMENT TECHNICAL REVIEW III

In the development of this program proposal, consideration of other postsecondary educational programs in the area has been taken.

No duplication exists between other programs in the district and a program that is being proposed.

Other Programs Related to International Business

University Level:	Nova University, Florida Atlantic University, and Florida International University all have international business programs but all are at the Upper-Division (Junior/Senior) and/or Graduate Level.
Vocational, Technical, and Adult Education Level:	A variety of individual course offerings are available in the area related to international business, but no program similar in scope or content to the proposed Broward Community College program exists.

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